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More preteens suffer from problems of hypertension than ever before; and since personality development is approximately 90% complete at the age of ten or twelve, the need for early identification and proper handling of pupil needs and problems is evident. Using the basic assumption that guidance and counseling personnel might best meet these needs, an idea for conducting a pilot program in elementary school guidance evolved. The implementation of the program is discussed. Five counselors at five schools in Lincoln, Nebraska, participated. A summary of the program including methods of evaluation, and general remarks is given. The program was generally considered successful. Many feel, however, that the counselors needed specialized training, and a section is included on the preparation of elementary school counselors. Also included are narratives written by counselors, evaluation by principals, and a summary of counselors' daily logs. (Author/KJ)

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REPORT
OF A
PILOT
PROGRAM

Elementary SCHOOL GUIDANCE

1968

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LINCOLN PUBLIC SCHOOLS
NEBRASKA STATE DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

A Pilot Program in Elementary School Guidance commencing with the opening of the 1965-66 school year and continuing through the end of the 1967-68 school year was conducted by the Lincoln Public Schools in co-operation with the Nebraska State Department of Education.

The Pilot Program is illustrative of the many different ways in which the State Department of Education and local school boards may cooperate to improve educational offerings, programs and services for children in Nebraska.

In Nebraska the Pilot Program in Elementary School Guidance has been a pioneering effort. It is the wish of those who worked in behalf of the program that their experiences and this publication will serve as the foundation and springboard to greater concern and effort in the area of elementary school guidance.

Although program participants have been enthusiastic in their support of the Pilot Program, the success which they have enjoyed will be evidenced in future years by greater acceptance of elementary school guidance and increased numbers of children benefiting from established programs.

The materials presented on the following pages are descriptive of the activities, opinions, successes and failures of persons involved in the Pilot Program.

The initial pages of the publication are reprinted from a publication, Report of a Pilot Program: Elementary School Guidance, which was compiled, edited, published and distributed following the first year of the pilot program. Our purpose in reprinting the text of the previous publication has been two fold:

1. To provide continuity and comprehensiveness for the reader in a single publication, and

2. To assure that individuals who receive this report will have access to information which was included in the first report without which the summary report of the second and third years is significantly less meaningful.

Subsequent pages of this publication provide information from the second and third year of the Elementary School Guidance Program as a Pilot Project. This section of the publication provides information which extends and updates the initial pages of this publication which, as indicated earlier, are descriptive of activities which transpired during the first year of the program.

Those who have been associated with the project are hopeful that the publication is sufficiently comprehensive in content and lucid in description to be of value to its readers.

A REPORT OF A PILOT PROGRAM IN ELEMENTARY SCHOOL GUIDANCE

1965 - 1966

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PREFACE

We are experiencing an era of change, of introspection, of innovation. Education is having its finest hour. It is an exciting period inasmuch as educators are willing to invest in testing new ideas and are utilizing their time and talents in this investment.

The Elementary Pilot Program exemplifies this philosophy. This program, which developed from an expressed need of many people, was conceived just one year ago. The fruits of this labor are summarized in this publication.

It is our hope, and the objective of this program, that through this exploratory guidance effort, the role and function of elementary counselors will be made more clear for administrators and educators in Nebraska. From the clarification of this new pupil personnel concept, it is anticipated that further exploration and implementation will follow.

This program, a cooperative effort of the State Department of Education and the Lincoln Public Schools, is indicative of the strides that are being made to develop improved educational programs, at all age levels, for the successful continuance of the best in educational opportunities for our children.

The State Department of Education in cooperation with the Lincoln Public Schools is pleased to provide Elementary School Guidance to Nebraska educators.

Floyd A. Miller
Commissioner of Education

FOREWORD

For many years school administrators have recognized the need for directed personal assistance for some children in the elementary schools. The reason for not providing these services has been threefold:

First, there have not been any available teachers trained for this sort of work; second, teacher training institutions and universities have not known just what type of training would be suitable or desirable; third, this type of service would, of course, create an additional expenditure for personnel within the schools.

The Lincoln schools are happy to cooperate with the State Department of Education in this experiment with the hope that the types of services specifically needed can be determined as well as the types of training which will best prepare a person for the role of counselor in the elementary schools.

The effectiveness of the experiment so far is related in the following pages. The experiment should point the way toward greater activity and research in the field, as well as offer basic information related to the needs and the types of services persons in this activity can expect to provide.

Steven N. Watkins, Superintendent
Lincoln Public Schools

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INTRODUCTION

In a modern complex society, many demands are being placed on pupils and their teachers. As environmental pressures mount from population explosion, status awareness, urbanization, expanded technology, and automation, schools are forced to provide new approaches to resolve problems resulting from these pressures, and to increase the efficiency of teachers and maximize the learning of the child.

At no place are these problems so acute as in the elementary classroom. It is becoming increasingly evident that more preteens suffer from problems of hypertension than ever before; and since personality development is approximately ninety percent complete at the age of ten or twelve, it is evident that the need for early identification and proper handling of pupil needs and problems is extremely important.

Meetings between the staff of the Office of Guidance Services of the State Department of Education and the Lincoln Public Schools, held in April, 1965, were conducted to discuss the special needs of elementary school children. As a result of these discussions, it was suggested that there was a growing awareness among administrative and teaching staff of a need for earlier identification and proper handling of pupil needs and problems. The conversation during these meetings expanded to include the type of program necessary to meet these needs, as well as the probable training of appropriate personnel.

Using the basic assumption that guidance and counseling personnel might best meet these needs, the idea for conducting a pilot program in elementary school guidance evolved.

It was tentatively agreed that such a program could be developed by utilizing the personnel and physical facilities of the Lincoln Public Schools if funds could be obtained to assist in the financing of the program. Because the Nebraska State Plan for Guidance and Counseling and Testing under Title V-A of the National Defense Education Act of 1958 provides that expenditures may be made to conduct studies, investigations and demonstrations to determine and evaluate: (1) local or state needs; (2) the effectiveness of procedures; and (3) the results of the programs, the State Department of Education and the Lincoln Public Schools agreed that a cooperative effort of the two agencies could make such a program a reality.

Before the project for the 1965-1966 school year could be initiated, it was necessary:

1. For the Lincoln Public Schools to submit an official proposal:

    A. to define the objectives of the project,
    B. to establish a budget indicating the Lincoln Public School's financial obligation, which would provide a base line for establishing the proportion of reimbursement from NDEA Title V funds,
    C. to describe the type of evaluation being considered,
    D. to describe what provisions would be provided to permit experimentation and innovation in the pilot program,
    E. to clarify the supervision and coordination of the program (line-staff relationship); and,

2. To adopt a Memorandum of Understanding outlining the obligations and responsibilities of each agency.

With finalization of all administrative details, and with the approval of the program by the State Department of Education and the Lincoln Board of Education, a pilot program in elementary school guidance involving five schools with full-time counselors officially began October 11, 1965, and continued throughout the school year 1965-1966.

The purpose of the pilot program which, incidentally, is continuing through the 1966-1967 school year, has been to determine the role, function and responsibilities of elementary school counselors and the professional education which will best prepare individuals to assume those responsibilities. Information gained from the pilot program will assist the department of education staff, school administrators and counselor educators in defining their respective role in the development of elementary school guidance programs. Further, it is anticipated that information provided by the pilot program will assist program participants in making recommendations to the Nebraska Council on Teacher Education with respect to an appropriate teaching credential for elementary school counselors.

PURPOSES OF PILOT PROGRAM

1. To ascertain the need and function of elementary guidance counselors in the Lincoln elementary schools.
2. To determine professional preparation and qualifications of elementary guidance counselors.

OBJECTIVES OF PILOT PROGRAM

1. To plan, develop, and evaluate, with the assistance of the Lincoln Public Schools personnel in guidance and instruction, and the Guidance Services Section of the Nebraska State Department of Education, a program of special guidance services in the elementary school.
2. To assist teachers, administrators, counselors, and other school personnel to improve guidance in the classroom.
3. To discover methods, techniques, tools, and materials needed to enhance and expand existing guidance practices in the elementary school.
4. To encourage experimentation and innovation to more clearly define a comprehensive elementary guidance program.
5. To ascertain the advisability and feasibility of use of related counseling and guidance resources in the community, such as welfare, juvenile courts, special education, psychiatric services, and health services.
6. To establish procedures for articulation of elementary guidance with system-wide guidance programs.
7. To identify characteristics relative to background and training of individual elementary school guidance counselors.
8. To prepare a report on the procedures and outcomes of the pilot program for consideration by the Guidance Services Section of the Nebraska State Department of Education.

IMPLEMENTATION OF THE PROGRAM

Selection Of Elementary Counselors

It was felt that the success of this project, to a great degree depended on the counselors chosen for this experiment. To help in the selection, the principals of the elementary schools were asked to recommend teachers who in their judgment had the personal qualities and the potential of becoming elementary counselors. It was particularly stressed that "persons recommended must be under forty-five years of age, be working toward or have a Master's Degree in elementary education or in the area of educational psychology, and must have taught in the Lincoln Public Schools at least one year. The candidates should have a sympathetic understanding of pupil problems and behavior, be able to establish good rapport with pupils, and have a genuine desire to help them make satisfactory adjustments to school. They must have emotional stability and the ability to work with pupils, teachers, and parents."

Over thirty candidates were recommended. From this group through further screening and personal interviews, five were selected for this pilot program.

In this experimental project we were looking for unbiased answers. Since the primary purpose of this pilot program was (1) to ascertain the need and function of elementary counseling and (2) to determine the professional preparation of elementary school counselors, we purposely did not stress the area of professional training, neither were we particularly anxious to select those with prior experience in counseling. At the end of the year we were expecting to receive from these counselors some answers to the questions of:

> What areas in your professional training and/or your professional experiences have been most helpful to you in carrying on the various duties expected of you in your role as an elementary counselor during the past year?
>
> In your experience as an elementary counselor during the past year, what areas of additional professional training do you feel would be most helpful to you to carry on your assignment in the most effective manner in the future?
>
> What should be the role and function of the counselor in the elementary school?

Answers to these questions from the counselors as well as their recommendations for professional training are summarized elsewhere in this report.

Selection Of Schools

In The Counselor in a Changing World C. Gilbert Wrenn recommended:

> That primary emphasis in counseling students be placed on the developmental needs and decision points in the lives of the total range of students rather than upon the remedial needs and the crisis points in the lives of a few students, with the major goal of counseling being that of increased self-responsibility and an increased maturity in decision-making upon the part of the student.

Since in this project we particularly wanted our counselors to place stress on prevention and the positive approaches to personal and school adjustment rather than on problem cases and mopping-up activities, the five schools participating in this experimental program were selected to provide a cross-section of the entire socio-economic population of our community. The enrollments of the schools ranged from 427 at Hawthorne (300 South 48th Street) to 1093 at General Arnold which served the children living at the Lincoln Airforce Base. The other schools involved are Belmont (3325 North 14th Street) with 675 children, Holmes (5230 Sumner Street) with 750 children, and Pershing (6402 Judson Street) with 771 children.

The children enrolled in these schools are from homes which range from the lowest rung of the socio-economic ladder with many on ADC (homes which are culturally deprived and hampered with all the problems common to such areas including a high degree of indifference to the educational, social, and emotional needs of their children), to children which come from homes which enjoy the advantages of being on the highest level of the socio-economic ladder of our community.

A detailed account of the staffs of the various schools; their physical facilities; the material, equipment, and resources available to the counselors; the children in the schools; and the background of the areas served by the individual schools is not given here since much of this pertinent information is found in the reports written by the counselors and principals contained in the appendix of this report.

Guidelines

Schools' needs differ. The size and location of the school; the cultural, social, and economic background of the families living in the district; the patrons' attitude and relationship to the school, its faculty and to education in general; the self-image an area may have and many other characteristics of the community and school determine the services necessary for optimum educational opportunities for the pupils of the school.

Because of these factors and because of the experimental nature of this project, a great deal of flexibility was given to counselors in the performance of their assignments. They were encouraged to try many different approaches and techniques in dealing with situations as they might arise. Some guidelines, however, are necessary in any program in order to give direction toward purposeful goals. Emphasis was particularly given to the following:

1. Since the principal is held responsible by both the administration and the parents for all the activities carried on in the school, counselors were instructed to work closely with the principal and to keep him fully informed of new approaches and procedures which the counselor planned to undertake.

2. The program must serve all children in the school in providing an overall learning environment which will challenge pupils to reach their highest potential.

3. The school should stress the prevention of problems rather than the cure.

    a. by accentuating the positive side toward learning by giving attention to the developmental needs of children and by maintaining and strengthening the day-to-day healthy, normal development of all children

    b. by identifying causative factors and situations and attempting to eliminate or reduce these

    c. by strengthening the pupils resistance to predisposing difficulties in order to avoid the development of trouble in the first place.

4. Counselors were encouraged to give prime attention to children whose problems were essentially school centered, those that promoted or interfered in the process of academic learning. Emphasis was to be focused on the improvement of learning opportunity through greater insight.

5. School personnel were encouraged to refer children who were not getting maximum benefit from their school experience and before problems became emergencies. Teachers were encouraged to make referrals in writing and to route them through the office of the principal. Extensive individual counseling was not encouraged. Children with deep-seated emotional problems needing counseling in greater depth were to be referred to the Lincoln Public Schools' central guidance office or to community agencies with resources to give the needed service.

6. Because of the counselor-pupil ratio and the unique teacher-pupil relationship, it was suggested that counselors work extensively through the teacher rather than on relying only on direct contact with the student.

7. Since home environment directly affects the learning process, counselors were encouraged to work with parents individually and in groups in seeking their interest and cooperation to create optimum conditions in which learning may take place.

In-Service

An intensive program of in-service training was developed for the professional participants and related personnel involved in the program. Consultants included personnel from the State Department; the local school system; several departments of the University of Nebraska; a number of community agencies; and several nationally known individuals in the field of counseling.

Twenty-four in-service meetings were scheduled which included, in addition to the counselors, the principals of the participating schools and personnel from the central office. In addition to these sessions, the counselors had another series of fifteen meetings in which they had the opportunity of discussing their individual work and problems either among themselves or with a consultant from the school staff or from the University of Nebraska.

Time was also provided for the counselors to visit the various community resource agencies and to spend sometime with the personnel of these agencies.

Consultants outside of the State Department and the Lincoln Public Schools who participated in our in-service program and who should be given recognition include:

Dr. Donald Biggs, Director of Counseling Center, Creighton University, Omaha, Nebraska

Dr. David Levine, Professor of Psychology, University of Nebraska

Dr. Merle Ohlsen, Professor of Educational Psychology, University of Illinois

Dr. Dorothy Sherman, Professor of Education, Wichita State University

Dr. Stuart E. Dean, Specialist for Elementary School Organization and Administration, Department of Health, Education, and Welfare, U.S. Office of Education

Dr. Janet Palmer, Child Psychiatrist

Dr. Merville C. Shaw, Associate Professor, Director, Guidance Research Project, University of California, Los Angeles

Dr. Garnet Larson, Associate Professor, Graduate School of Social Work, University of Nebraska

SUMMARY REPORT OF PROGRAM

Since these counselors were given a great deal of flexibility in the performance of their assignments and were encouraged to try many different approaches and techniques in dealing with situations as they might arise, it was felt that a personal (written) report by each counselor summarizing her activities would be of great value in evaluating the counselor's function and work during the first year of this experimental project.

The principals of the participating schools were also asked for a statement reporting their impressions of the program in their schools. Although it is recognized that in a year's time it would be impossible for them to arrive at some final conclusions as to the total value or worth this program may have had for individual children, the schools, and the teachers, yet principals are in the unique position to observe the school's overall program and are perhaps the most able to judge whether or not a new program is making a significant contribution to the general learning climate in their schools.

Since the service of this program is specifically geared to help children with learning problems in the regular classroom, teachers are in a key position to appraise the effect of this program on individual children as well as its influence on the overall learning climate of the class and the school. By means of unsigned questionnaires, teachers in schools participating in this project were encouraged to state both the positive and negative aspects of the program as well as to give suggestions where by the program might be made more meaningful and helpful to all concerned.

Parents whose children were in any way involved in the project were also given questionnaires in which they were encouraged to state whether or not this service was in any way beneficial to their children. These unsigned questionnaires also asked for comments and suggestions to improve the program.

To keep this report free from biases and prejudices, a lay writer was retained. The statements written by the counselors and principals, and the questionnaires from teachers and parents were given to this layman to evaluate and summarize. The statement which follows, entitled "Elementary Counseling--A Pilot Project" is the final product of Mrs. Betty J. Stevens, the lay writer to whom this assignment was given.

Copies of the original statements written by the counselors and principals are found in the appendix.

Elementary Counseling--A Pilot Project

by

Betty J. Stevens

Greg is an intelligent sixth grade boy who does a lot of reading and most of the time, he is a very good pupil. But at fairly regular intervals--about every two weeks--he is a classroom failure, and this puzzles Miss J., his teacher. With her heavy teaching load she cannot take the necessary time to unravel this problem. Fortunately, for Miss J. and Greg, their elementary school in Lincoln, Nebraska, is part of a pilot project in elementary counseling.

Because the counselor has the time to delve into this behavior problem, because she has gained Greg's trust and he knows she is someone in whom he can confide, the reason for Greg's fluctuating classroom performance is eventually revealed. Greg is the only child in a family where both parents work. His father, a traveling salesman, is home only occasionally. It is when Greg's father is home that he is incapable of completing his classroom work. Why? Greg reveals to his counselor that not only does he resent the attention his mother gives his father while he is home, but he also feels his father should make up to him in a day or two all the time and attention he has missed during the previous two weeks.

Now that the problem is identified, parent, teacher and counselor can unite to help find a solution to the problem, or where a solution does not exist, to help Greg understand his situation and how to deal with it in a more positive way.

Marcy is another child with a problem. Large for grade one, she too is enrolled in an elementary school with a counselor on the staff and one day the counselor finds Marcy crying in the hall. Her problem? She had long been the subject of ridicule on the playground because she had never learned to skip. Fortunately for Marcy, her counselor did know how, and in a few sessions Marcy too has mastered this physical achievement.

Learning to skip may seem like an insignificant thing, but not if you happen to be a girl named Marcy with and inferiority complex.

These are but two examples of the work of elementary counselors in the Lincoln School System this past year. One could give as many examples as there are individual children or groups which were a part of this pilot project.

Initiated in October of 1965, this program was carried out in five Lincoln elementary schools with a total enrollment of 3,711 pupils. The five schools involved were Belmont, General Arnold, Hawthorne, Holmes and Pershing. They provided a cross-section of the socio-economic conditions of the community to give the widest possible testing ground to ascertain the need and function of elementary guidance counselors and to determine what their professional preparation and qualifications should be.

The counselors selected for this project brought to the program a combined total of forty-eight years of experience in the elementary classroom. Four of the five became counselor in the school where they had been teaching. All felt this a great advantage for they already had a knowledge of the background of the families of the pupils, a rapport with the teachers and administrators had been established, and they were familiar with the rules and regulations that pertained to their particular schools.

These forty-eight years in the classroom represented a thorough understanding of the development of the elementary child, the problems he faces and the importance of eliminating these small problems before they became a handicap to the child's ability to achieve.

These counselors gave evidence of an all important need for objectivity and maturity in their liaison work between teacher, principal, parent and child. Interviews with these counselors revealed that none took themselves too seriously and that each maintained a sense of humor--perhaps the best safe-guard against a counselor herself needing counseling.

It was the unanimous and often repeated opinion of these five counselors that the one prerequisite for the success of a counseling program was its complete acceptance by the principal, for as the principal goes, so goes the school. While this fact cannot be over-stressed, it seems that much of the success of this project must be attributed to the wisdom displayed in selecting these five counselors.

Another noteworthy factor in determining the success of this project was the freedom these counselors were given in structuring their individual roles. As one of the principals stated in her report, "Each school in Lincoln is unique in itself, depending on the economic status, interests, understanding and capabilities of the people involved." It soon became obvious that while much of their work was similar, the different problems called for different approaches and methods.

What are the problems of the elementary child? In the school at the lowest socio-economic grouping, we find difficulties stemming from lack of proper nutrition and personal cleanliness, plus all the problems that might accompany an indifference to educational, social and emotional needs. At the other end of the scale, while the problems were of a different nature, they were no less real and distressing and were capable of creating quite as much havoc in the learning process. The principal of the school at the upper end of the socio-economic scale wrote, "The patrons of Holmes ranged from the middle to upper income brackets and their children were well clothed, fed and fell into the average to above average intelligence areas. . . How could there be problems needing the services of someone aside from the persons already working in the school?

"I was soon able to reinforce the concept that good intelligence or an adequate income is no guarantee for an emotionally stable existence. Children suffer from fears and frustrations, inferiority and conceit, lack of love and attention, and pressurized over-indulgence at any level of intelligence or financial background, and these people need help, guidance, and counseling the same as any other socio-economic group."

In between these two extremes of poverty and affluence, we find all the problems that may accompany unstable family situations, over-achieving, under-achieving, and any number of environmental pressures, with a great over-lapping in both directions of all problems in each socio-economic situation.

One counselor described her role as "being a consultant in human relations which involves all those who affect the development of the child." This is a very tidy wrapping for the often complicated responsibilities which go to make up the counselor's work load.

The ideal counselor procedure in theory is to become acquainted and gain the confidence of all of the children before it becomes necessary to deal with them in problem areas.

In practice, several of the counselors stepped into situations where classroom teachers were so weighted down with children with problems that much time was spent in meeting emergency situations and the project was well under way before time was available to develop a plan of preventive counseling.

Preventive counseling covers acceptable methods of giving the child a true concept of himself and his abilities, of helping him adjust to the pressures of everyday living, of gaining his friendship and confidence and of undergirding his relationship with his teacher, his peers and the school as a whole. The area of preventive counseling is as broad as the counselor's imagination and abilities. In this pilot project is included meeting newly enrolled students and their parents to make them aware of this additional contact they might have with the school, and orientating them to school policies and to the counseling program. Making pictures with proper captions to tell a story was a sample activity, aimed at self-expression. Each counselor used small group situations to fit her particular needs. In these groups, skits, role-playing and open-end mental health stories were used to dramatize problems elementary school children might be involved in and suggest a more positive way to deal with them. In some cases, groups used situations for discussion in which one or more members of the group were actually involved. One of the side benefits of these group experiences was that in sharing with each other, they often accepted a more positive attitude from their peers. They also came to realize that many of the problems they faced were not peculiar to themselves, which in turn created a new understanding of themselves and others.

Counseling individual children whose problems were acute involved as many different approaches as there were problems. A few difficulties counselors dealt with were temper tantrums, hostile feelings toward the teacher, parental misunderstandings and playground 'bullies'. In one case it meant providing shampoo and shower facilities for a child for whom these were not available at home.

Each counselor had a room which was equipped with the confidential ear of the counselor. It also contained creative play materials such as building blocks, telephones, weaving, sewing and painting equipment, tape recorders and Bobo the clown, who makes a wonderfully safe substitute when one feels like 'slugging' someone. A child could be taken to this room if the situation warranted. It was the many children who came of their own free-will which helped to label the project a success.

Jay had explored all possible solutions to his problem but still found himself to be the only third grader who did not know the rules for kick soccer. He had missed these instructions in second grade, his parents were unable to help him, and to confess this great ignorance to his teacher or his classmates would have been too great a loss of face. He finally made his way to the school counselor's office. Of course, she know the rules for kick soccer and Jay's secret of ignorance was safe with her.

Jane came to see her counselor voluntarily after her teacher asked her to refrain from wearing lipstick to school. Jane considered this a real infringement on her personal freedom, but an objective review of school policy by her counselor soon made her aware that her teacher was not really 'picking on her' after all.

An important part of counseling involved parent contact, teacher contact, and often a three-way conference with both. It involved following through to see if suggestions made to parents and/or teachers were being carried out.

It is important to note that the counselors in this project observed two rules which must never be violated if counseling is to be effective:

(1) The counselor must never betray the child's confidence. If it was necessary or helpful to reveal to the parent and/or teacher something the child said to the counselor, it was done only with the child's permission.

(2) An elementary counselor is not a clinical diagnostician, nor does she provide therapy for deep-seated problems. Her responsibility in this area is to make the family aware of social agencies or professional help available to them in this community.

In this area, the wisdom and guidance of the counselor are invaluable. While public praying has been banned, privately the counselor at this point might well para-phrase that prayer of St. Francis of Assisi:

> "Grant me the patience to change the things that can be changed; The courage to make a referral on the things I cannot change; And the wisdom to know the difference."

Another important and time-consuming part of the counselor's job was administering mental maturity or reading readiness tests or assisting the teachers to do so, scoring these tests and interpreting the results. Tests proved to be an essential part of the work of counseling as the results often provided the clue to a child's behavior problem.

Critics of the program of elementary counseling have referred to the very close relationship which (theoretically, at least) exists between the elementary teacher and pupil, and that a third party (the counselor) on the scene might impair this relationship.

It seems the question that might be asked at this point is how close the relationship between teacher and pupil can be in a thirty to one ratio? And how can the classroom teacher do her job and still become personally involved close enough with thirty children to work effectively with each of their separate problems?

It is the elementary counselor who can spot potential trouble, and help remove those blocks which keep a child from his best achievement in the classroom. In his role, the counselor is not at cross-purposes, but is providing strength and support to this teacher/child relationship.

Teacher acceptance of this pilot project was generally very good. Where the reverse was true, the deficiency seemed to be in a failure to communicate. Several teachers in one way or another made a plea that the program be clarified and explanation given as to how they might best use the services of a counselor.

Perhaps part of this communication failure was because this project was experimental in nature and as such/it was not possible to clearly define the role of the counselor. In not being able to do so, teachers may have felt that the previously mentioned teacher/child relationship was being threatened.

A slightly different threat to the security of the teacher was expressed by one who wrote, "Some children are not referred to the counselor as some teachers have felt that referring a child to the counselor is a sign of their failure."

Teacher acceptance seemed to be poorest in that school where the counselor had served the previous year as a general assignment teacher and the attitude of some of the teachers was that they were not gaining a counselor, but losing a remedial reading teacher. A comment from the principal of that school was, "I believe it will be difficult to break through the resistance of some classroom teachers who feel the task of counseling belongs to the teacher alone."

On the positive side, however, a great majority valued the relief they found in having help toward the solution of the problems of their pupils and as one counselor reported, "teachers became very 'generous' in their referrals" to her.

A lack of understanding on the part of certain parents too may have been from a lack of communication. Remarks such as "I didn't know what the counselor's purpose really was", supports this premise. There were several requests on the part of parents to keep them informed on "what is going on with my child."

In spite of this lack of communication, parents were ten to one in favor of the project and expressed their appreciation with comments like these: "We need this service while our children are young. Maybe this would eliminate drop outs."

"This service helped when we, the mother and father, couldn't.."
"I know for a fact that this service has helped my child. Perhaps a raise in pay for the people involved in this type of service."

And then those two words which are still music to any counselor's confidential ears, "Thank you!"

The response of principals, who undoubtedly had a complete understanding of the project, was whole-hearted acceptance. Typical expressions are as follows:

> "I am completely sold on this program. . ."
> "I firmly believe a counseling program should be an integral part of the curriculum."
> "I feel that this program has an essential function to play in the total program of the elementary school."
> "Is it possible to put the remedial education specialist out of business? I hope so."
> "The writer recently made the statement that the Elementary School Counselor Program is the best thing that has happened

> in education in thirty-one years he has been connected with the teaching profession."

Two factors which added much to the general success of the project were:

(1) the cooperation achieved with various community agencies to which referrals were made; and
(2) the in-service training in which the counselors participated. All counselors mentioned the benefits derived from this training and several stressed its great importance in giving them the needed guidance to carry on their respective situations.

The three principals who specifically mentioned counselor training all strongly stressed that the personal qualities of compassion for people, ability to establish rapport and an understanding of human growth and development were the prime consideration to be given in selecting counselors.

However, after spending most of a school year in the counseling program the counselors felt they needed additional formal training in child psychology, abnormal psychology, social work, parent contact, elementary school guidance, personality development, remedial reading, group dynamics, and group counseling.

Perhaps the very best indication of the success of this counseling project came in the remarks of a principal of an elementary school not participating in this program. He had inquired about how his school might be included next year, adding, "Right now I would happily trade my wife and three of my best teachers for one good counselor!"

PREPARATION
OF THE
ELEMENTARY SCHOOL COUNSELOR

It may be assumed that the role, function and responsibilities of the elementary school counselor are very different from those of the counselor in the secondary school. The elementary school counselor will probably work more with parents, teachers and community agencies and serve as a liaison for the pupil personnel team. Individual counseling, group guidance and orientation are also a part of the elementary school counselor's role.

If we accept the premise that elementary guidance programs have distinct and unique characteristics and that elementary school counselors have responsibilities different from secondary school counselors, it seems to follow that different types of programs of preparation are necessary. Not only should the preparation of the elementary school counselor differ from that of the secondary school counselor, but it is necessary that the program be established on a more flexible basis than the programs for preparing secondary school counselors.

In order to initiate and establish programs of preparation for elementary school guidance counselors, the counselor preparation institutions must consider the following factors as integral to the design of program offerings:

1. That the elementary school counselor must be a person with special knowledge, who will be able to establish (a) counseling relationships, (b) consultative relationships in order to maximize possibilities for individual growth and development within children.

2. That within the framework of an articulated program of guidance services, the elementary school guidance counselor must be prepared to initiate, implement and evaluate such services that will help the student release and enhance his learning potential.

3. That the program of preparation must include an understanding of all those resources and services that can be utilized to help the individual realistically and adequately recognize and use his unique qualities.

The primary purpose of the elementary school counselor is to assist the school in providing the best education possible for all children. Within the frame of reference just described, elementary school counseling requires a person with competencies in several areas of Education, Educational Psychology, Psychology, Guidance and Counseling, Social Work, and Elementary Education. Elementary school counselors must be prepared to develop competencies in guidance and counseling through the following areas of study:

1. Knowledge of the settings in which the child functions.
    a. The elementary school program and its offerings.
    b. Elementary school curriculum trends and developments.

2. Knowledge of the dynamics underlying child growth and development including learning and behavior appropriate to the practices of the elementary school guidance program.

3. Knowledge and skill in individual and group counseling and consultative techniques.

4. Knowledge of how to interpret data about individual and groups of children.

5. Knowledge of the organizational and administrative structure of guidance programs, community educational and referral sources and the inclusion of such services and resources within a concentrated pupil personnel approach.

6. Supervised on-campus practicum and/or field experience in counseling and consultation as it relates to the elementary school.

The following recommendations regarding elementary school counselor preparation are the results of the experiences and collective thinking of the five counselors involved in the project upon the successful completion of the first year of the program. The elementary school counselor should be expected to possess a baccalaureate degree with major emphasis in elementary education. At least two years of teaching experience at the elementary level would be desirable. A Master's degree program which provided competencies in the following areas should also be considered as minimum preparation for the certification and endorsement of counselors.

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[1] Guidance Keynotes, Pennsylvania Department of Public Instruction, Vol. 1, No. 2, Dec. 1966, pp 7 & 9

Course titles preceded by an asterisk are those which the counselors participating in the project feel should be included in the preparation of elementary school counselors.

I. Educational Psychology and Measurements

- A. Guidance and Counseling
  - 1. Principles and Philosophy of Guidance
  - 2. Occupational Information and Job Analysis
  - *3. Counseling Techniques
  - 4. Tools and Techniques of Guidance
  - 5. Organization and Administration of Guidance Services
  - 6. Guidance in the Elementary School
  - *7. Counseling Practicum

- B. Personal - Social - Emotional Growth and Development
  - *1. Child Psychology
  - 2. Adolescent Psychology
  - 3. Mental Hygiene and Emotional Adjustment
  - *4. Theories of Personality Development
  - 5. Psychology of Individual Differences
  - 6. Psychology of Exceptional Children
  - 7. Maladjusted Children in the Classroom

- C. Measurement and Evaluation
  - *1. Educational Measurements and Evaluation
  - 2. Standardized Tests and Evaluation Instruments
  - 3. Measurement of Aptitudes
  - *4. Individual Tests of Intelligence
  - 5. Statistics
  - 6. Research Techniques

- D. Educational Psychology
  - 1. Advanced Educational Psychology
  - *2. Psychology of Learning
  - 3. Education of Gifted Children
  - 4. Education of Mentally Retarded

II. Psychology

- *A. Abnormal Psychology

- B. Advanced General Psychology

- C. Child Behavior Problems

III. Social Work

- A. Survey of Modern Social Work

- *B. Introduction to Social Group Work

- *C. Casework I, II, etc.

IV. Elementary Education (BA Degree with major in elementary education plus graduate work in the following courses)

*A. Elementary School Curriculum

*B. Diagnosis and Treatment of Reading Disabilities

An elementary school counselor needs to be cognizant of classroom problems in terms of the learning climate as a result of having had considerable experience as a teacher and have the ability to improve the learning environment when necessary. The counselor should recognize that the role is not that of therapist, but one of facilitating communications between the parents, the child, the school personnel and the various agencies concerned with the welfare of the student.

Screening, selection, retention and recommending for endorsement are largely the responsibility of the institutions providing the training programs. Undoubtedly, personal qualities play an important role in the success or failure of elementary school counselors; therefore, it seems logical that institutions providing programs for the preparation of elementary school counselors should be aware of these personal qualities which are most likely to insure success.

Such qualities might be:

1. An ability to empathize with children, parents, teachers, and administrators.

2. Flexibility - An individual who can work in an unstructured situation.

3. Ability to establish rapport with children, parents, and teachers.

4. Ability to recognize the humorous aspect of a situation.

Counselors in the elementary school might also be expected to have a sympathetic understanding of pupil problems and behavior, have a genuine desire to help students make satisfactory adjustments and possess the emotional stability required to work with many different types of pupils, parents and teachers.

APPENDIX A

Narratives written by Counselors

Belmont School

Ann Poole

Belmont poses a situation somewhat different from the other Pilot schools in Lincoln, being located in an area that might be described as emerging from a culturally deprived community into a solid, middle-class one. Pupils bring with them the problems of the so-called average, middle-class homes, plus problems of broken homes, deprivation, and indifference to educational, social, and emotional needs. Several families are entirely supported by A. D. C.

In some cases there is evidence of inadequate food or clothing, or both. In some instances children are grossly neglected. For example, one little boy came to school complaining of feeling ill. He had brought with him a box of dry breakfast cereal; he had eaten half for breakfast and expected to eat the rest for lunch.

Before being assigned as an Elementary Counselor, I was a classroom teacher at Belmont. This was an advantage in many ways; I was immediately aware of the many children who urgently needed individual attention. I saw my role with individuals limited to a relatively small number of children with problems and anticipated seeing these children for thirty minutes at a time at least three times weekly over a period of two to three months. The first few weeks in the new position followed the pattern I had anticipated; the best way to show the types of problems would be to cite some examples:

A fifth grade boy was referred to me because of a bad attitude and a record of under-achievement; he was short-tempered and disrespectful; he interpreted constructive criticism as a personal insult. Our visits lasted twenty to thirty minutes three times a week, in which he could talk and air his grievances. Knowing someone was interested in him gave him a feeling of counting for something. For the first time in his school experience, he was given a chance to be in the cast of a play presented to lower grade children. Up to this time his hostile personality had kept him from being chosen for such parts.

Extreme shyness kept another child from working up to his ability and when he was called on in discussion, he could only stammer. Many times each day he cried for no apparent reason. During one of our visits I discovered his work in sculpture was outstanding. His teacher and I decided to take some of his work to Mr. Shields, a television and University Art teacher. Mr. Shields was impressed with the sculpture and asked to keep it to show to his University Art classes. This gave the boy a great impetus, made him happier and encouraged him to share occasionally in classroom discussions.

These examples are not unique and I feel that a counselor can give a classroom teacher much assistance in such problems. I soon found that an occasional contact, after eight or ten regular visits, was just as effective as long-term regular visits. The earlier termination was also advisable because of the increased number of referrals. After the first few weeks, teachers ceased apologizing for problems they could not eliminate in the classroom. Shorter visits, fifteen minutes, then seemed to be as effective as thirty in most cases.

As a result of referrals, there have been conferences with parents in which Child Guidance Center or Family Service has sometimes been recommended. Some referrals, too, have meant home calls with the school nurse. In some instances there has been contact with County Welfare to gain assistance in obtaining clothing, improved nutrition, a physical examination, dental or eye care for a child. Other duties for the counselor have included: lessons in skipping, where a child's inability resulted in ridicule; a lesson in going up and down stairs properly, to give a kindergarten child a boost; supervising a shower and shampoo twice a week for a girl whose home had no provision for them. I'm sure this help improved her self-confidence.

Before assuming my role of counselor, I felt there must be a positive approach in working with the so-called average or normal child in a small group situation. One such group, when organized, chose the name Belmont Elementary Student Organization, or BESO. The membership of ten was changed every six weeks by elections in their respective fourth, fifth, and sixth grade rooms. (One representative from each room.) This group searched for approaches to their problems. They wrote original skits centered around such themes as "To have a friend is to be one," "How important is it to belong to a group?," and "People who try to tell other people what to do are often unhappy." They presented the skits in different classrooms according to their relevance to the problems in those rooms. Another cast for each skit was assembled from the children I saw individually. The members of BESO developed school spirit through their vigorous campaign speeches for election and for choice of officers in BESO when elected.

I did not anticipate working with small groups of referrals, but I found several instances of common problems which benefited from the group situation. For example, the membership of one such group was largely children who had been referred as aggressive--the trouble-makers on the playground; in fact, the bullies. This group appeared extremely moral and adept at identifying and defining the faulty actions of others. (The somebody-else-not-me routine.) Problems that involved the whole student population were submitted for discussion. This group met weekly, or was called together when the situation demanded. My position as moderator was not one of chastising or obtaining names of offenders, but of guiding and directing thought and discussion toward better understanding of problems--the ones that ultimately harm students, physically, emotionally, and socially. The pupils recognized that they had these problems, and also that others had similar and mutual problems. Although no spectacular results were seen as the consequence of this approach, a sincere effort was made by some members of the group. Just for the record, Alcoholics Anonymous came first, but our theory matches up well with theirs!

Kindergarten and primary teachers were more and more "generous" in their referrals of problems. These children were largely the shy and withdrawn. The best procedure was to gain the child's confidence by individual visits; then by placing the child in a small group of his counterparts from other rooms. The new setting seemed to release the child from inhibitions of his home room environment. Thus it appeared that by first gaining the child's confidence, and then using small group experiences, progress was made by many youngsters in self-expression as well as sharing and communicating in general.

Chronic absenteeism in upper elementary grades poses a problem, especially for small group discussion. We used role playing, dramatization, and case study approach with open-end discussions. The teachers value plain visiting about children and their problems, either in a coffee room or scheduled in my room. I feel that knowing the teachers, families, and pupils gave an advantage far beyond any disadvantages. The principal and the assistant both gave me one-hundred percent cooperation; I was not called on to give counseling time to playground or lunchroom duties.

Classroom teaching experience has been of great benefit to me in this position. Working experience with children and curriculum has helped me understand reading problems and school attitudes as related to achievement. In-service training and weekly or bi-weekly meetings of the five counselors were invaluable to the success of the program. Dr. David Levine, of the Psychology Department of the University of Nebraska, gave us a bi-weekly hour--a very helpful service. Visiting the various agencies in Lincoln and Omaha gave us added insights about available services.

Looking ahead to next fall, I would like to do some in-service with teachers to clarify the purposes of the program, explaining the plan as I see it at Belmont. Effective measures I would like to continue are: (1) Character building stories and films, these are a significant means of classroom exposure; (2) Three-way conferences, including teacher, pupil, and myself; (3) Parent conferences to clear up misunderstandings; (4) Pupil organizations; (5) Small group discussions; (6) Visiting with individual pupils on a referral basis. More preparation would be helpful in the area of Group and Individual Counseling Methods oriented toward Elementary School children.

After attending the Regional Meeting of the Child Welfare League in Omaha, I am convinced that I need several courses in Case Work. This is the area in which I feel most inadequate.

General Arnold School — Louise Matson

General Arnold School, in which I have been a counselor for the year, is a large and attractive building in the center of the air force base housing area. The newly built 4 unit school opened in the fall of 1959 with an enrollment of 395 and rose to 1212 as new base housing was built. A new 7 room wing was built and opened in the fall of 1965. Enrollment at the beginning of the 1965-66 school year was 1038 and at present the enrollment is about 350 due to the air force base being deactivated. Some teachers were given other assignments and rooms were combined in February, 1966.

The children in the school this year were faced with the thought of a move in the very near future and many were emotionally upset concerning the transfers. Teachers also knew there would be changes coming for many of them as the school enrollment dropped. However, in spite of these adverse conditions, the spirit of enthusiasm, geniality, morale, and working atmosphere remained high throughout the year.

The previous years I had been a sixth grade teacher at General Arnold School and last year I was the general assignment teacher. The room assigned to me as counselor was a large airy room with tables of varied sizes. A telephone was installed in the room. File cabinets, typewriter, tape recorder were provided. I purchased a variety of toys such as Lego blocks, Flintstone blocks, Bobo the Clown, play telephones. I gathered many other materials for the children to work with such as weaving, sewing and painting materials. None of the articles were used for therapy but as a method of helping a child to feel relaxed and at ease.

As the situation warranted, I met with children individually, in small groups of two or three, larger groups of ten to fifteen, and whole classrooms. Children in small groups met with me to discuss a common problem. Some of the types of problems discussed in groups were (a) social outcasts, of the "nobody likes me" feeling, (b) bullies on the playground, (c) bullies or confusion makers in the classroom, (d) hostile feelings toward teacher authority, (e) over-talkativeness, (f) under-achievers, (g) over-achievers. I tried a variety of techniques to help these children change attitudes. Role playing, dramatic plays, tape recordings, story telling with a casual approach were used with a good degree of success. The handbooks, "A Teaching Program in Human Behavior and Mental Health" assembled by Ralph J. Ojemann and associates, University of Iowa, proved successful with groups of children. I also used "Seeing Ourselves" published by the American Guidance Service and the SRA Guidance Series which has worthwhile suggestions for teaching skills as a unit.

After a short period of adjustment, children new to the school were given a variety of reading skill tests to determine placement in the reading groups. When necessary California Achievement Tests and California Tests of Mental Maturity were given to incoming children. Time was spent in the early winter months with kindergarten and primary one children who were not adjusting to school. Some of the children were seen at regular intervals for a length of time while others seemed to resolve their problems with three or four meetings with me. Most primary children were seen on an individual basis until I thought they would profit more from being in a small group with like problems.

Children with physical handicaps were helped to set realistic goals and guided to change their concept of themselves from a feeling of being different and rejected to a felling of accepting limitations and channeling their strengths in a worthwhile direction.

In the primary unit, children who were achieving exceptionally well were given enrichment through visits to the library, play acting, reading stories to other groups and other skill enrichments. Under-achievers were given aids in specific skills in reading and arithmetic along with much encouragement and praise.

The teachers in the building received the program with enthusiasm and I feel we worked together closely and well. Conferences were held with the teacher concerning each child. We discussed and worked out changes in curriculum when we thought they would be advantageous to the child. The teachers were helped to cope with children who presented learning problems. Many times a short discussion led the teacher to a change of attitude and ideas so she could easily remedy a problem. By arranging and leading parent-teacher-counselor conferences, I felt a lessening of tensions and a higher degree of mutual understanding between the parents, teachers and children.

The school administration has given whole-hearted support and encouragement enabling me to work to strengthen and maintain wholesome attitudes of school morale.

I conferred with parents by personal meetings and by telephone. Most parents were eager to discuss the problem their child was facing. Some have said they can see a behavior change in their child at home that they feel is the result of the counselor-child relationship at school. Some parents have changed their own attitude and goals for their children. Very few parents have been rigid and uncooperative. Parents of children new to the school have been met and visited as they brought their child to school for the first time. They have been very receptive and eager to tell of their child's achievements and problems; this in turn has helped the counselor to know the child and to help him.

Communications between agencies outside the school system and the school have been improved. Parents have asked for and received the names of places in Lincoln to go when professional help or family counseling have been needed. Parents have been referred to the school psychologist and social worker when the need presented itself.

Hawthorne School — Mary Louise Shuman

Hawthorne School was selected in 1965 as one of the schools to take part in the Elementary Counseling Pilot Program. The staff includes sixteen regular teachers and five part-time special teachers in music, physical education and speech. The enrollment at the beginning of the fall term was 450. According to the Board of Education standard policy our school is not large enough to require an Assistant Principal. Hawthorne is located in a low to medium socio-economic area.

The program was constructed to the needs of the school by the principal and counselor. Much of the success of this program was due to the planning, understanding, and cooperation of the principal. The immediate goal was to help as many children as possible through individual and small group counseling. At the beginning of the program, each teacher was asked to make one referral and then, in a short time, other children could be referred. The principal screened the referral blanks and discussed the problem with the counselor. Discipline problems were not sent to the counselor; but children who needed help in understanding the "why" of their difficulty and the "how" to prevent such a situation again were referred. All teachers responded; however, one teacher felt she knew the children's problems and could solve them herself after she visited with the parent.

Most of the counseling time was spent with the individual child. The types of children referred by the teacher and principal were as follows: Underachievers, overachievers, new students, insecure students, pre-teen age, physically or mentally handicapped, disturbed students, children with environmental problems, or a child who felt the need of a friend. As soon as the child was referred, time was spent gathering information and observing the child and his individuality. Using this information and planning with the teacher and parent, a program was organized to help develop his good traits, correct his weak or undesirable traits, and make educational provisions for him to minimize his limitations. An effort was made to help the child face and understand his own problem so he could himself improve his situation in the classroom or playground. Usually, progress could be seen after this combined effort was made. If the case appeared to need professional help, the social worker, psychologist, or psychiatrist was consulted. There were many times that the classroom teacher was relieved of an emotionally upset child when he came to the counselor's room during a regular visit or a special visit. At this time he had an opportunity to release his tensions and emotions away from the classroom.

Different methods were used while visiting with the individual child. There were varied interest centers in the room which included easel, educational games and record player, and tape recorder. These media were not used for diagnostic or therapeutic purposes, but to give the child a chance to relax in a quiet environment. He also had the privilege of choosing just what he wished to do without adult pressures.

The tape recorder proved to be a most effective aid. The children knew that the conversation was being recorded. Many situations were pinpointed to a certain area of difficulty after the tape had been heard and discussed. The children always heard their tape and permission was asked of them, if the recording was to be used in a parent conference.

Different methods were used in group counseling. Success was demonstrated with small groups from the kindergarten and primary one children. These children at first had difficulty working together and were too insecure to talk to the group. By working in small groups, getting them aware of other's feelings, taking turns, etc., we were able to develop awareness of others. In time the children were able to fit into the large group and become a cooperative part. Giving counseling in remedial reading groups proved to limit my time. Because of my past experience in the corrective reading program, I felt that I could help advise and recommend materials for the child and teacher thus helping the classroom teacher to perform the functions of teaching the class. Teaching reading classes are a hinderance to the counseling program.

Conferencing played a big part in my role this year. Conferences were planned, set and directed with either teacher, parent, child, or principal in attendance. After the conferences, following through was maintained to see if the suggestions were being carried out by the parent, teacher or child. If any new ideas were suggested these were transmitted to the other parties concerned to establish more success. Also cases that had been referred to the social worker, psychologist and psychiatrist were constantly checked and information was relayed to the proper people.

Learning the functions and services of the social agencies of the community has benefited the counseling program. Through this knowledge, many parents were informed and have benefited by their services. These community services have cooperated willingly because this contact with the school has enriched the agencies' programs. They have expressed satisfaction and delight with our new program.

Testing proved to be beneficial in numerous ways. All new students were tested in basic material to help place them at their proper instructional level. Basic reading tests were distributed from my room and the results of tests were discussed with teachers if some of the children had received critical scores. Plans were discussed and made for these children to benefit according to their individual needs. All standardized achievement tests were distributed from my room and the results were tallied. If a need arose for help in administration or scoring, this need was fulfilled. All standardized mental maturity tests were administered in level three and grade five with the assistance of the classroom teacher and the kindergarten teacher was helped and assisted in administering the tests for her class. Interpretations of all tests were given at all conferences including parent, teacher and sometimes children.

Orientation policies and regulations were explained to the newly enrolled students and parents. Parents remarked that they were pleased that so many different people displayed a genuine interest in their children's welfare.

Numerous unplanned personal conferences were held. Parents who had no children in the program came to me wishing to clarify misunderstanding concerning their child's classroom teacher, not wanting to go to the principal to "tattle" or get the teacher in difficulty, but yet wishing to find out what difficulties at school were causing the child's reactions at home. Some teachers confided personal problems, which were listened to and discussed but no advice was given. Children came to my room with personal problems concerning home, pet difficulties, conflicts with friends or teachers.

In summary, the year has seen successes, regressions, and constant study of children's difficulties. I have worked with and through the teachers as well as with parents and principals, serving as consultant and resource person. I have worked primarily with the individual child and small groups. Essentially, the combined role is being a consultant in human relations dealing with all those who affect the development of the child. The program this year was designed to be of an added service to the classroom teacher, relieving her of the time and thought required to make adequate contact with all children's personal problems. In our pioneer counseling program this year, we feel we have only scratched the surface. Here lies a great challenge, not only to make early identification of problems but to search for solutions.

Holmes School

Ann Shelley

Holmes School was selected as one of the pilot project schools in the Elementary Counseling program because it is a large school in the middle to the upper socio-economic area in the public school system of Lincoln, Nebraska. It is a school with four sections in each grade level with a staff of approximately 33 teachers, a principal, and an assistant principal. This staff includes a speech therapist, a vocal music teacher, an instrumental music teacher, a piano teacher, a physical education teacher, a nurse, a counselor, a rapid learner teacher, and the assistant principal doing remedial reading work.

The purposes of the program were defined in such a way that each counselor was expected to structure the program to fit the needs of her particular school in consultation with the principal and the assistant principal. In our school it was felt that the most needs would be met by working with individual teachers and small in-service groups of teachers rather than with large numbers of individual children. Guidance should not be a body of services to the students separate from their education but should contribute to their education. This objective is best served by not only contributing to the education of the child, but by working with individual teachers and groups of teachers as frequently as possible so that the whole group will benefit.

The principal of the school has to determine the framework for the program and his attitude will in great measure govern the response given to the program by the staff and parents. I feel that my close relationship with the principal and the assistant principal and our many conferences are responsible for whatever success the program has had in our school.

An individual record card is kept for each child I see. A notation of the date and purpose of the conference is the only information on this record. No anecdotal record has been kept. A dittoed form is also placed in the cumulative folder for each child seen. Again this is merely a notation of the date and of the fact that the child has been seen by the counselor. I keep a personal folder in my locked file giving other information which may be more confidential in nature. Aside from this, a daily log of activities is kept.

No matter what methods are used we still come back to the fact that the classroom teacher is the natural counselor to the child. So we felt that the counseling should be an added service to help teachers increase their effectiveness in the area of guidance. To try to affect this, I gathered material which could be passed among the teachers for individual reading and other material which could be used in small informal groups of teachers. The latter did not work out as I had hoped because of the difficulty of finding time when even small groups of teachers could meet. I hope that time can be found to enable us to do this more effectively next year.

I did not have regularly scheduled conferences with individual children. I found that it worked better to be able to be available when situations arose. When I was free, I would go to the classroom and bring the child back to my office. If I found the time inconvenient, I went on to another classroom. This seldom happened. Twenty to thirty minutes seemed to be about the right length of time for the conferences. Sometimes we played a game, talked into the tape recorder, did some reading, or maybe just visited. If the child was an unusually restless one, we would go down and punch Bobo, the Clown.

On occasion Child Guidance Center would recommend a certain type of treatment be carried out with an individual child; then I assisted the classroom teacher in so doing. Conference would be held with the classroom teacher both as supportive measures and as evaluative procedures.

On several occasions home visits were made, either at the request of the principal or the classroom teacher. A report could then be made to help in working out a program for the child involved.

When a child is referred by the classroom teacher (after approval by the principal), the cumulative folder is obtained and studied. A conference is then held with the school nurse, speech therapist, assistant principal, or whoever might be involved. A visit with the classroom teacher is then held before seeing the individual child. However, many times I saw a child at the request of the classroom teacher without any preliminary workup. Immediate action was often more important.

Not as much was done with small groups of children as was planned in the beginning. Some of the Ojemann group stories were used to get boys and girls thinking and discussing common problems which arose. A small group of girls worked on a Mary Poppins project as a means of getting at some of their personal problems. One classroom group did some reading and tape recording as a means of breaking down some reserve and feelings about coming in to see the counselor. A special project was done with some sixth grade boys in small group sessions.

The first project done with a whole classroom was in a primary one room. The children made pictures and then told the story of the picture to the counselor who typed it below the picture. The purpose of this was to help the children express their ideas and thought in sentence form. Then these were to be compared to the progress made later in writing their own stories.

Representatives of each fourth, fifth, and sixth grade rooms met once a week for an hour for a discussion, covering different subjects pertaining to this age group. Membership in the group was changed each month. At the end of the year, a group discussion was held with all the year's members present.

"Seeing Ourselves" is a guidance book written especially for sixth graders. This was used in biweekly, hour long sessions with each of the four sixth grades. A story about sixth graders was told, then discussed, and applications were made to fit the situations which occur in their own lives. The discussion was put on the tape recorder and left in the room for the boys and girls to play back when they wished. Once in a while they would write their impressions of some of the characters or events in the story. We felt that this was an effective program.

A very small amount of time was spent in testing by the counselor. Occasional individual mental ability, achievement, personality, or reading tests were administered. The counselor did administer all of the California Tests of Mental Maturity to the five fifth grade rooms so as to achieve more conformity in its administration. For a course in Tests and Measurements the counselor devised a test to evaluate the carry-over of fourth, fifth, and sixth grade science TV programs. This was given to the four sixth grade rooms. This project seemed to take considerable time. I felt the value of it was questionable.

The counselor spent no time doing school duties, relieving classroom teachers, or doing school clerical work. Very seldom was she called upon in emergencies although she always tried to be available if needed.

Time was spent in in-service training, visiting local agencies, visiting the Beatrice Home for Children, accompanying a psychiatric team from the Nebraska Psychiatric Institute on a school visit, attending the Child Welfare League meetings in Omaha, and in meeting bi-weekly with Dr. David Levine of the Psychology Department of the University of Nebraska.

I have felt that the counseling program this year has been a success and that it is much needed in our elementary schools. I have found the teachers very cooperative and willing to ask for help. Time has been an inhibiting factor, but I feel that as the program progresses this will eventually work itself out. We have been able to establish a close liaison between the schools and the cooperating agencies. It has been possible to work out referrals for more children needing the help of outside agencies. The counselor has been able to sit in on more difficult parent-teacher conferences, giving support to both. I have worked with all kindergarten children, many first year primary children, all sixth graders and many children in the other grade levels. The counseling program should be to help all pupils to attain a maximum in self-regulation.

Pershing School Judy Hall

Pershing School is located in northeast Lincoln and has an enrollment of approximately 780 children. It is organized as a continuous progress school in which the children are free to progress at their own speed. Much work is being done in team teaching. The children are from middle socio-economic class families and most of them live in two-bedroom brick homes. The faculty at Pershing includes a principal, an assistant principal, twenty-five classroom teachers, a speech therapist, a school nurse, a resource and rapid learner teacher, a physical education teacher, three music instructors (vocal, piano and instrumental) and an elementary counselor.

School personnel and parents were very anxious that Pershing be selected as one of the pilot schools in the elementary counseling project. I was first introduced to the staff and parents at an evening meeting for parents, the purpose of which was to acquaint the parents with the school and the personnel. I explained the goals of the program and encouraged contact with them. While an office was being readied, I worked for nearly two months in the principal's office, science room or library, depending upon the activity. Being in the principal's office provided me an opportunity to get better acquainted with the school and its personnel as I was new to the building. My room is in the first and second level wing near the office. Equipment includes a tape recorder, a typewriter, a telephone, two files, two children's tables, a desk and several chairs. The children refer to me by name rather than the guidance counselor or any other title.

Elementary counseling in Pershing School, as structured by the principal and myself, has been aimed at contacting and working with all children. We have particularly avoided working with just the "problem" child. We have emphasized a preventive approach. Counseling has been offered as a service to the teachers--an aid for them to use when they either do not have the time or the understanding to handle a situation. Counseling has also been a service when a teacher has felt she could not best handle the situation, i.e. a parent who would not work with the teacher. Most teachers have welcomed an elementary counseling program and have been anxious to try various possibilities and activities. Others have been lukewarm in their reaction--they have gone along with what has been suggested and when contacted have agreed to let me come into their classroom with activities. A few have asked for little help because they felt threatened if they indicated any doubt. Generally, the teachers have been very receptive to elementary counseling; they see its possibilities and are eager to use the services and expand them next year.

Parents have also been anxious to have a counselor working with their children. In almost every situation they have been very cooperative. I feel counseling has strengthened home-school communication and cooperation in many cases.

The main areas of counseling at Pershing this year have been with the individual children, classroom groups and parents. Small groups of children and teacher counseling have been involved; however, not to the extent of the first three.

Individual counseling usually begins with a referral. This may be obtained from the principal's office, is then completed by the teacher and returned to the principal to be screened and passed on to the counselor. After receiving the written referral I begin first by obtaining the child's folder and gathering all the information available on the child. Then a conference is held with the teacher about the child and the referral, and we discuss a plan or program for the individual. Many times the principal, nurse, speech therapist or physical education teacher is involved in the conference or is contacted by the counselor in compiling this information. After a program is decided upon, I begin working with the child. The teachers at Pershing prefer scheduled conferences for the children, rather than for me to come to the room anytime to get the child. Usually after the first contact with the child a visit is made to the room or the playground to observe the child. These visits are usually brief, but there may be several, depending of course on the situation. There are several pastime activities the children may follow when we meet. Things used for relaxing the child and not for therapy include dolls, paints, crayons, construction paper, clay, books, chess and checkers set, building blocks, playing cards, a banjo and pictures. The children are free to work with whatever they like or to bring something from home. Their projects are displayed if they wish. In the individual sessions we first get to know each other and discuss what we are attempting to do. When I can I have tried to use a direct approach with the children. In our sessions we often use the tape recorder; however, I am always careful that the child feels our contact is confidential, otherwise his true feelings might remain suppressed. In working with the child I try to relate our activities to his classroom, his friends, and his family; so that he may apply what we have talked about and improve his situation. We work to develop a better self-concept and a positive attitude.

In individual counseling, there have been approximately 60 written referrals. There have also been a number of referrals, given verbally and spontaneously when an emergency arises. Of the 60 referrals, 35 were made within the first two weeks and the others have been made over the last seven months. Referrals seem to be heaviest around report card time. Of the referrals, both those made initially and those that have come in as the year has passed, I was still seeing 23 children on a regular basis at the termination of the school year. Twelve of these children have been seen all year. Duration of counseling with the individual referrals has been from three sessions with some children to seven months with others. The average length would be approximately two months. However, this may or may not be consecutively, as checks are made periodically on some children. Counseling periods have been fifteen to twenty minutes; however, some have been longer. Many times there have been emergencies when the work-up procedure has been hastened or omitted.

Examples of individual counseling have been working with a fifth level boy whose temper episodes upset the entire classroom; a first level boy who is frightened of any new experience; a first level boy who caused communication between home and school to be difficult; a third level boy who is hyperactive and has to be removed from his classroom at times; a fifth level boy who demands constant adult acceptance; a fifth level girl who is having trouble in school because of a recent divorce in her family; and a sixth level boy who gets along well until his father comes home from a sales trip.

Records of contacts with individual children have been kept on small case cards. The information is brief and includes the work-up information and the date and activities of each counseling session. The only information that will be placed in the permanent folder will be a short report that the child has seen the counselor and a brief description of what was involved. This information will be confined to what can help school personnel next year in working with the child.

When we feel that help is needed beyond what we can provide at the school, we suggest to the parents various agencies or services that would help their child. The liaison between the school and Child Guidance Center and Family Service has helped in expediting many referrals. Workers from these agencies have been very cooperative and have kept in close contact with the school in each case referred to them. We feel this liaison has been one of the most effective results of the program. The school social worker and school psychologist have helped to make this a reality.

Group or classroom counseling has been emphasized at Pershing, in keeping with our goal to serve all of the children of the school. Examples of classroom counseling have been the Ojemann mental health stories, sociograms, work-study skill units, and a guidance reader for sixth level children.

The mental health stories have been used in second, third, fourth and fifth level rooms. These have been planned sessions, a series of up to ten weekly sessions of approximately half-hour.

Individual teachers have used the stories themselves with their classes. The teachers have indicated that they would like this activity continued and expanded to more rooms next year.

The SRA work-study unit has been used in two fifth level rooms and two sixth level rooms. All were handled differently, depending upon the needs of the particular group. In general, these units lasted from two to three weeks. Sessions were half-hour in length and five days a week. SRA materials were also used in individual counseling.

Sociograms were given in eight rooms, and an interest inventory by SRA was given to two sixth grade rooms. The guidance reader was used in two sixth level rooms in different ways. One room used it once a week for the entire semester, while the other room used it for nine weeks in a more concentrated study. SRA materials were used with all four sessions of kindergarten. In an attempt to do preventive counseling, the kindergarten teachers and I worked together to select children we felt may have difficulties in school later. The results will be helpful in placement for next year.

Group counseling is done when it is convenient and the groups can fit together well. However, it is very often hard to work with certain individuals that have been referred together. There have been three groups that have worked particularly well together. However, unless it is a good working relationship, I hesitate in putting children together in group counseling.

Counseling with parents has not only been done at regular conferencing days but also anytime the need arises. The telephone has been an invaluable help. Much contact with parents has been made over the telephone when it is convenient. Parents have been eager to help when they can and seem enthusiastic that there is another person who wants to be of help to them and their child. Many of these parents call when they have a question. I feel a counselor can bridge the gap that sometimes exists between the home and the school and make communication more effective.

Teacher counseling has been handled very indirectly. I feel this area should be emphasized more next year. Many personal problems have been discussed and I feel the teachers have gone back to the classroom with a better feeling and, most important, doing better as teachers. There may be a danger of the counselor becoming a buffer between the teacher and the administration. This I avoided whenever possible unless I felt the situation couldn't continue as it was.

In-service meetings, trips to local agencies, reading materials, and the Child Welfare League regional conference have provided helpful suggestions in counseling this year. Meetings with the other counselors and bimonthly ones with Dr. David Levine of the University of Nebraska Psychological Clinic are immeasurable contributions to the success of the program.

In looking at elementary counseling in Pershing for next year, I would say that the teachers are very receptive and eager to expand the counseling program and to have the role of a counselor more clearly defined.

The qualities I feel an elementary counselor must have are (1) a sincere concern for the individual child; (2) enthusiasm for the concept of elementary counseling and the possibilities it has in the total school program; (3) patience to wait for results that are intangible and not immediate; and (4) the ability to work with other school personnel. An elementary counselor should be oriented to the elementary school and should have had experience as a classroom teacher. A knowledge of the curriculum would be extremely beneficial. Formal education in child psychology, techniques of elementary counseling, parent contact, and social work should be required.

The role of an elementary counselor has many possibilities. However, to be most effective the counselor must work to satisfy the particular needs of the school he is assigned.

APPENDIX B

Evaluations by Principals

Belmont School Dan Conway

I see the role of the elementary counselor as that of providing a service to the young child. This service being aimed at the early identification and prevention of problems that children may encounter. The sooner a child with a handicap, either emotional, social or physical is identified, the sooner he can overcome the problem. Without the help of some understanding adult, his handicap sets him apart from the other children and interferes with his school work.

The counseling program in the elementary school should be set up to serve all the children, not just those with a serious problem. All children have minor problems, and the counselor can help the parents and teachers understand the difficulties that seem to go along with normal maturation.

Advanced study in the field of guidance would be helpful, but I do not believe it is essential for the counselor to have specialized training. However, her professional background should include successful teaching experience at the elementary level, and should have adequate knowledge and understanding of normal and abnormal child behavior.

The counselor should not impose the ideas of the principal, but should be allowed to initiate a program which will provide coordination between the principal, teacher, child and parent.

After the pilot program was initiated at Belmont, it was necessary to screen referrals closely to eliminate those cases which readily could be handled by the teacher or the principal. On many occassions simply a visit to the classroom to observe a child's behavior and a follow-up conference with teacher was sufficient. Individual counseling, group counseling, and conferences with parents are other techniques used by the counselor.

Information gathered by the counselor was valuable in helping me as well as the teachers in understanding children with problems. Much time was saved and assistance rendered to the school personnel as the counselor made use of special services such as the school nurse, school psychologist, social workers and public agencies which become involved in intensive diagnosis of a child's problem.

Soon after the counseling service was started, the value of the program was evident. There very definitely was a decrease in the number of children being sent to the office for minor infractions. Only two children who had been sent to the office prior to the counseling, returned to the office after visiting with the counselor. I realize that this is not conclusive evidence of the counselor's value to the total school program, but it is noteworthy.

The teachers, as well as myself were aware that this program would not produce miracles, but on the other hand we were quite optimistic as the program seemed to lessen many of the serious problems which were identified and referred to the counselor.

I am most anxious to have the counseling service continue at Belmont school. I feel that the program has an essential function to play in the total program of the elementary school.

General Arnold School Dr. Corwin Enevoldsen

The writer recently made the statement that the Elementary School Counselor Program is the best thing that has happened in education in the thirty-one years he has been connected with the teaching profession. The reason for this statement is that (1) the School Counselor Program affects all facets of the educational program in its broadest sense, (2) it is preventive as well as corrective, (3) it involves the total pupil population in addition to being concerned with individual and small group problem cases, (4) it involves the parents, and (5) it involves the total teaching staff which in turn creates the guidance point of view from which teachers can do their best work.

The Guidance Counselor in the General Arnold School has a background of elementary school training, elementary school experience, and elementary general assignment (remedial) teaching. She carries the respect of the pupils, teachers, and parents.

A. The School Counselor Affects All Facets Of The Educational Program

Our school counselor has used a varied type of approach in order to learn how her services can best be utilized in our building. She has worked often from referrals based upon underachievement and poor attitude. In other instances she has worked with the gifted both individually and in groups.

B. It is Preventive As Well As Corrective
We have found in many instances that the problems of a child have been resolved after three or four visits with the counselor. If allowed to continue, these small problems would likely have grown to the extent that at best they would be time consuming to correct and probably difficult or impossible to resolve. Herein likes the strength and worth of the program.

C. It Involves The Total Pupil Population
Our counselor has experimented in working with the total group in a classroom. The results in identifying and promoting points of good citizenship have been gratifying.

D. It Involves The Parents
Parents of the children have been cooperative in coming to school to visit with the counselor in regard to their children's problems. They are very appreciative of the help their children have received.

E. It Involves The Total Teaching Staff
A very noticeable growth in teacher attitude and understanding of pupil problems is apparent. This is a result of the counselor making suggestions to, and working with, the teacher in the total effort to help the individual and the total group.

We have been extremely pleased with the help our pupils, teachers, and parents have received in this our first year in the Elementary School Counselor Program.

Hawthorne School Leah Noble

I believe young children feel more than they think, therefore emotional problems should be at a minimum in order for learning to take place.

For many years I have felt the great need for counseling and guidance in the elementary schools. When I heard that a program of counseling might be initiated, I was very glad, and hoped that Hawthorne might be fortunate enough to be included.

Hawthorne School is located in a low mid-average income bracket with children ranging from low average to high average ability. Coupled with this situation, we have a classroom ratio of 30 to 1, and many mothers who work outside the home. There is not adequate time for teacher, parent, or principal to build a rapport with children who need help with the daily problems of growing up.

Mrs. Shuman, our counselor, by nature of her true compassion for children, her success as a classroom teacher, and for the past seven years experience in diagnosing reading problems, has established a perfect background for her role as counselor. We felt it necessary to make a gradual change in her role as reading teacher to "counseling." The nature of her work soon included not only problems which arose from school work, but problems arising from insecurity, foster parents, kleptomania, parents reluctance in accepting a child's low potential, conflicts between parents, etc. Her work also included orientation of new students, acting as a liaison person between parents and teachers, interpreting new found problems of children to teachers, setting up well-planned parent conferences, and many other problems.

In assessing the reaction of our counseling program, I feel it has been received extremely well by children. They have looked forward to meeting with the counslor, whom they feel is their friend. In one instance, a child showed definite regression when the regularly scheduled meetings were interrupted. Some children have sought, on their own initiative, advice from Mrs. Shuman.

Parents involved in the program have expressed unusually positive reactions. They have felt it was an added service; an extra contact with the school. Contacts have been by phone, by conferences, by home visits, and by writing.

Most teachers associated with the program have clearly affirmed their belief in the value of our new guidance program. It may be difficult to break through the resistance of some classroom teachers who feel the task of counseling belongs to the teacher alone. There are those who consider it a mark against them to have to refer children.

Each school in Lincoln is unique in itself, depending on the economic status, the interests, understanding, and capabilities of the people involved. So it will be with the counseling program.

In regard to the professional training and preparation of the counselor, I feel that much clinical psychological training is not necessary. The counselor should have a good understanding in child psychology, however: The most important requisites are qualities such as, profound compassion for humanity, genuine love for children, ability to establish good rapport, and successful classroom experience. I do feel a counselor should have knowledge of the testing program and ability to interpret tests. She should also be required to keep abreast of current improvements in psychological development.

I believe I have failed in one way by not affording opportunities for the program to be better understood by all parents. I would recommend that much information be circulated in the initial stages of a counseling program. I have recommended to the PTA, on the approval of my successor, that a program explaining the work of our program be included in the PTA agenda early in the next year.

One of the valuable contributions of our counseling program has been the knowledge we have acquired about the services of the many social agencies of Lincoln. The value of coordination between these agencies and the schools cannot be over emphasized.

As a principal I have not found my load lessened, but increased. With the discovery of many problems, of which I was not aware, I found myself more involved, but I have found great satisfaction in having gained the confidence of parents, and consequently, helping children whom I had been unable to understand.

I firmly believe a counseling program should be an integral part of the curriculum, and that through this program many present school problems, and future emotional tragedies will be eliminated.

Holmes School

Bernard E. Nutt

When I first came to Lincoln and Holmes Elementary School, I was elated at the resources provided for quality education. Aside from custodial, clerical, and cafeteria help, the school provided an assistant principal who doubled in instructional supervision and reading improvement; a vocal, piano and instrumental music program; nursing service; speech therapy; physical education instruction; a rapid learner program; and a sound instructional program. The staff was highly trained, experienced, and well thought of by the community. The patrons of Holmes ranged from the middle to upper income brackets, and their children were well clothed, fed, and fell into the average to above average range of intelligence based on standardized group tests which were given in kindergarten, third, and fifth grades. How could there be problems needing the services of someone aside from the persons already working in the school?

I soon was able to reinforce the concept that good intelligence or an adequate income is no guarantee for an emotionally stable existence. People (children) suffer from fears and frustrations, inferiority and conceit, lack of love and attention, and pressurized over-indulgence at any level of intelligence or financial background, and these people need help--guidance and counseling--the same as any other socio-economic group. I also learned that due to the many fine programs in operation, and a classroom ratio of 30-1 for regular teachers, that time did not permit teachers, the assistant principal or principal to become as involved in a close counseling relationship with all children as they would like. Scheduling was complicated and work on subject matter and general classroom planning demanded most of their energies during the school day. The Director of Guidance of the Lincoln Public Schools had long been aware of the problem, and had for some time been looking for a way to provide guidance and counseling in the elementary school.

Initial or first year impressions are always hard to convey. To say that we have struggled and blundered would be an understatement. It is impossible to say that we have even outlined a program that will meet the goals we have set--eliminate problems before they start, handle small problems before they develop into large ones, create a tone or environment that would steer teacher, parents and children away from situations that could cause emotional problems--but at least we have a beginning.

Mrs. Shelley, our counselor, by her nature and background of experience, has laid the groundwork that insures cooperation in whatever programs are developed for use in our school. Teachers have learned that she is not a threat to their existence, that her help with an individual child, small groups, or even an entire room do not fall into the area of administrative evaluation, and that by being aware of materials and recent developments in child psychology, she can give many good pointers on how to work better with certain types of children in a group situation. We have come to feel that a counselor's time might be better spent with parents and teachers than spending it wholly with individual children.

We had a purpose in mind when we established the counselor's office at the opposite end of the building from the principal's office and we believe it has paid dividends. The counselor is in no way associated with discipline in the sense that most children think of discipline. This is my job as principal or the job of the assistant principal. Children have been encouraged to visit with Mrs. Shelley about their problems. There are times when the child may feel he has been unjustly treated by the principal, teachers, or other children, or they may even bring a home problem to the "big ear", a term I have used to describe one function of our counselor's work. Many children feel that here is a friend who will not violate their confidence, but at the same time may have the answer to their problems. There are times when the "big ear" also gets filled by teachers and even the principal.

It is difficult to guess the reaction of parents to this year's work. The information given to all parents was even sketchier than our own initial guidelines, because we did not know what direction we would go after the program was started. We used the vague term "Preventive Psychology" in our first written communication to parents, and I would guess that many of our parents are not aware of the service unless they have been specifically contacted by Mrs. Shelley. Of one thing I am sure, we have not caused any individual or group to rise up in arms and demand an end to all this nonsense. We have had a few calls asking for more specifics on Mrs. Shelley, but much more often we have felt a grasping need in parents when in conversation we suggested that a child talk to Mrs. Shelley, or that parents come in and conference with our counselor about their problems involving their children. Contacts have been made and help gained for children that both teachers and the principal had thought impossible after two or three years of trying without results.

The question of how much we have done or will be able to do in guiding each child toward a better understanding of himself, his surroundings, his capabilities, and the importance of becoming a complete member of society and still retain his individuality will never be totally answered. I am convinced that each school that will have the services of such a person as Mrs. Shelley will need to build its program around the nature of the school itself. The socio-economic backgrounds of patrons, the interests and abilities of staff, from teachers to principal, and the particular qualities and training of the person assigned as counselor should determine the program more than any specific book, guide line, or list of rules that say a counselor must or may not do any one particular thing. The idea of teamwork and administrative cooperation is essential to any type of successful program.

One question to be answered this year was to determine professional preparation and qualifications of elementary counselors. I am not yet convinced that our counselors need to have a great deal of psychological training. Some will need more than others, depending again on their nature and experience. I do believe that successful classroom experience should be a prerequisite and this alone suggests a background of four to five years of training before entering the education profession. Even more important is the need for a true compassion for people and an understanding of human growth and development, but most important is the ability to relate to all persons.

Aside from the requisites mentioned, I am not sure that counselors need more than to keep abreast of current developments in educational training and child psychology. The special talent of administering tests and evaluations, plus private psychiatric and community programs such as the Child Guidance Clinic, are readily available for extreme cases and I feel the counselor's role in these cases should be to act as a liaison between parents, teachers, and agency so maximum benefit can be gained from their use.

As a principal, I have not found the work load eased in the sense of being less involved in a counseling program. On the contrary, I am involved in additional scheduling and planning to assure the counselor needed time to come in contact with all children in school and to work with an in-service program with teachers. The involvement of my time on special cases or problems has been contracted into sessions with the counselor rather than many sessions with individual teachers, and this has been especially beneficial. I also find that the emphasis of my involvement has switched and where I was once handling the setting up of conference times, initial contact with the school's guidance and welfare departments, and making arrangements for parents to meet with agency officials, this is now handled by the counselor, and I am able to use this time with the counselor in actual conference periods with a much deeper concentration on particular problems. I am able to become concerned with many more areas of this type of program. One of these has been the many in-service sessions with an opportunity to discuss programs with other schools who also have the counseling service, plus the opportunity to work more closely with the staff of the public school's guidance department, and especially to have contact with all local agencies involved with community service projects, the University of Nebraska personnel, and people from outside our state who have an interest in promoting the development of programs such as ours. I feel the continuation of this type of work is essential not only for our counselors but for principals and teachers as well.

Of the many things tried this year we have not lost sight of an initial goal to work closely with the kindergarten and primary departments of our school, but I do believe that we have found that attitudes and ideas of 5th and 6th grade students can be given a real push in the right direction through the aid of group or class sessions.

Especially important has been the participation of the counselor in orientation sessions for parents whose children will enter our primary department next fall, and I believe we should enlarge on this idea through general or class sessions with parents of each grade level with the counselor taking an active part. Regardless of how it is done, her availability and purpose should be explained to all patrons of the school.

Probably the most important phase of her work in dealing with all children is her relationship with the classroom teacher. As much time as is necessary should be given to in-service contact with these teachers. An open and free line of communication is necessary to serve the best interests of the children.

I have purposely refrained from any mention of educational achievement in my discussion of the counseling program, but I fail to see how all areas of subject matter work will not be improved if each student can approach his work with a proper mental attitude. I wonder if we may not have to revise some methods of instruction in our approach to children, if our program is as successful as we hope it will be. Is it possible to put the remedial education specialist out of business? I hope so.

Holmes School Marie McNeff, Assistant Principal

Should every elementary school have an elementary guidance counselor? If there is an elementary guidance counselor in the school, what would her role be? Would she function as a classroom teacher or an administrator? What kind of training should an elementary guidance counselor have? Should she work directly with children, or solely with teachers and parents, or with both? What kinds of services would be offered for elementary students under the direction of an elementary guidance counselor? What types of situations would the elementary guidance counselor be involved in at the elementary school level? How would teachers see an elementary guidance counselor? How would the principal see her? How would the students see her? What would her role be in relationship to the community? How does the dimension of elementary guidance fit into the total school program? All these and other questions are being asked, and rightly so, about guidance at the elementary level.

Through the efforts of the Director of Guidance of the Lincoln Public Schools, in cooperation with the State Department of Education, attempts are being made to get answers to some of the questions that are being asked.

From the viewpoint of the administration of an elementary school in which an elementary guidance counselor has been working the following observations are offered.

Activities of an elementary guidance counselor are varied, and each day brings something new. There are times when children come in to discuss problems they have. They may have requested to see the counselor, they may have been encouraged to visit with her by their classroom teacher, or they may be there upon the request of a teacher, principal, or parent.

The counselor is often involved in discussions with parents concerning their child or children, bringing together information in helping their child or children have the maximum benefit of the educational experiences offered through the curriculum set up by the public schools. Through the use of test data, teacher observation, and counselor observation, the counselor is able to help in the planning of either a modified curriculum or an extension of the curriculum to meet the needs of a particular child.

A group of upper elementary children may be seen discussing with the elementary counselor, certain topics that are of interest to them. More than just one side of a problem or situation can be probed, enabling students to deal more effectively with problems that arise, and enabling them to be more effective in decision making.

At times the counselor can be seen on the telephone talking with the different agencies of the community concerned with children and their problems, in an effort to establish communications between the agency and the school, for the purpose of enhancing the efforts of all personnel directly connected with helping a child. She functions as a coordinator of people who are working with individual children so that complementary rather than a duplication of effort is effected.

Often the counselor acts in a supportive role to teachers when they come in to discuss with her the kinds of things they are doing in the classroom in dealing with individuals in a group situation within the classroom. Also with the supportive role, the counselor is able to offer suggestions of further helping the child.

Opinions differ as to the need of an elementary guidance counselor in an elementary school. Some educators will project that because of the unique organization of the elementary school and the close relationship established between one teacher and a group of children, that the classroom teacher is in the most opportune position to make the greatest impact on the children under her direct supervision. To have another person might even damage good teacher-pupil relationships. (Ferris, 1965) Other educatiors will project that the kinds of services that would be provided by an elementary guidance counselor in an elementary school would be such that special training would be required, beyond that which teachers get in their professional training. An elementary guidance counselor would have more time to deal with specific problems of mental attitude and interpersonal relationships within a classroom. (Leiter, 1965) At this time, the differing opinions will probably not be resolved. In establishing the Lincoln Project of Elementary Guidance, an assumption, based on observation, was made that a need did exist, and that a person was needed in addition to the regular classroom teacher.

There are two viewpoints concerning the role of the elementary guidance counselor as to whether she should attempt to work directly with the children, or to concentrate her efforts towards helping those people who are directly involved with the children, namely, the classroom teacher and the parents. As indicated in an article by Brison (1964), "Psychologists and mental health personnel generally say that a child is 'in therapy' when he has contact with the therapist for one or two hours a week. In contrast, the child in a self-contained classroom in the elementary school is under the supervision of a teacher for close to twenty hours a week. . . the counselor can have greater impact on both cognitive and affective development if he focuses on helping to make these twenty hours more beneficial." It has been felt that more mileage could be obtained if the counselor in this particular elementary school spent more time with parents and teachers than spending it wholly with the individual child.

As to the type of individual that works in a program such as the one that has been instigated by the Lincoln Public Schools, it is most important that the person or persons selected are able often to look at situations with an objective point of view rather than from a personal point of view. Another important aspect of the individual's personality must be the ability to relate to other people in such a way as to communicate in a positive manner rather than to arouse defensive feelings within a person.

One important point to keep in mind is the degree of acceptance of guidance at the elementary level by the principal of a school, because as the principal goes, so goes the school.

Should every elementary school have an elementary guidance counselor? It is impossible to answer this question now from the standpoint of objective data. As the Lincoln Project of Elementary Guidance continues, more answers will be forthcoming.

Pershing School Mrs. Loretta Mickle

Schools' needs are very different depending on location, size, type of homes, younger or older parents and socio-economic conditions. To plan a fine guidance program one must know the community very well. I think our guidance guide lines should be very flexible so that programs can be arranged to meet each school's needs.

Mrs. Hall has described the Pershing area very well as to size, number of children, staff, homes, parents and occupations of our people. So I will not go into detail.

I want to emphasize the great interest we have in individualization in our work with children. We can not truly individualize, but our type of grouping makes it as close to individualization as possible with the thirty to one ratio in our classrooms.

My position in Pershing School involves many administrative duties--school organization, staff needs, staff evaluation, curriculum studies, public relations, needs of equipment, finance, etc. In fact, it gets more complicated each day. We see a great change taking place in the role of the elementary principal. All these extra responsibilities make it almost impossible for me to have the close relationship with individual pupils as I had several years ago. Therefore we must take this into account. The classroom teacher must have other assistance.

Guidance in the elementary school is mostly centered around individual needs and is implemented by the classroom teacher with the assistance of guidance specialists. It takes both to assist children to make an adequate transition from home to school and to society in general. This shows a growing awareness that no one professional person can meet all the child's needs. It seems to me that a counselor on our staff rounds out the needs for all. Working together as a team for the good of each individual child--teacher, parents, nurse, counselor, and others if needed, makes the group more complete.

As a part of my administrative duties I must aid in the program in as many ways as possible, such as

1. Provide for continuous evaluation and appraisal of the program.
2. Provide curriculum experiences to meet identified needs.
3. Assist with specific cases.
4. Interpret the guidance program to parents and the entire community.

I feel that we have had a very effective program this year. Both teachers and parents have willingly entered into the experiment. If we can have another year I believe we could sell our program very well.

I am interested in two phases of our experiment. I think that all children should profit by the counselor in the building. Mrs. Hall has carried on both individual and group counseling.

Let's discuss individual counseling first. This is most time consuming. To be able to take plenty of time talking with youngsters, gaining their confidence, listening to their troubles is most helpful. The teacher does not have this time, nor does the principal. As an example -- a certain boy (fifth level) has a terrible temper. He and the teacher were in trouble. He spent practically all morning with Mrs. Hall. And I think much value came from it. Never had he been given so much time to "talk out" his feelings. Another child was terrified at the fire bell. Mrs. Hall cleared this up completely, so he could again get his school work done.

These are just two outstanding examples of what a counselor can do. It is to help a child adjust to the pressures of everyday living; also to build up a feeling of self worth.

Now group counseling also can be effective. A little different technique can be used than the regular teacher might use. Every day problems can be discussed in classes. Conclusions can be reached by a group. They find that we all have the same problems. Mrs. Hall has found that the Ojemann material is effective. Also the SRA work study material is effective for group work.

I am convinced that the earlier we catch the problems, the easier it is to help the child. We are told that the failures and drop-outs begin in the Primary years, so this is where we most need the counselor's help.

I like Robert Hart's article in the National Elementary Principal's magazine where he lists the items in a counselor's role as follows:

1. Counseling pupils with learning, physical, social, and emotional problems.

2. Interpreting pupil data to parents.

3. Holding conferences with parents regarding any pupil problems.

4. Interpreting pupil data to faculty members.
5. Assisting in placement of pupils in proper classes or in special classes when needed.
6. Acting as a liaison person between school and community agencies on pupil problems.
7. Coordinating the efforts of all specialists working on a case.
8. Acting as a guidance consultant on pupil problems to all staff members.
9. Interpreting pupil data to authorized community agencies.
10. Reporting to the principal annually on what has been accomplished in guidance.

I am completely sold on this program and surely will help to further it in any way I can.

APPENDIX C

Summary of Counselors Daily Logs

The counselors in the five elementary schools were assigned on a full-time basis. Each counselor kept a daily log of the time she spent in various guidance activities. The graphs which follow indicate the percent of time the counselors spent on the various guidance activities as recorded on the daily logs. The terms used are defined below:

Individual Counseling -- time spent in a one-to-one relationship with pupils

Records -- time spent in accumulating, analyzing, and recording pupil information; preparing and displaying materials

Teachers -- time spent with teachers individually and in groups

Group Activities -- time spent in small group counseling and classroom guidance

Appraisal -- time spent in observing pupils in various school situations and in testing

Parents -- time spent in consultation with parents initiated by either parent or counselor

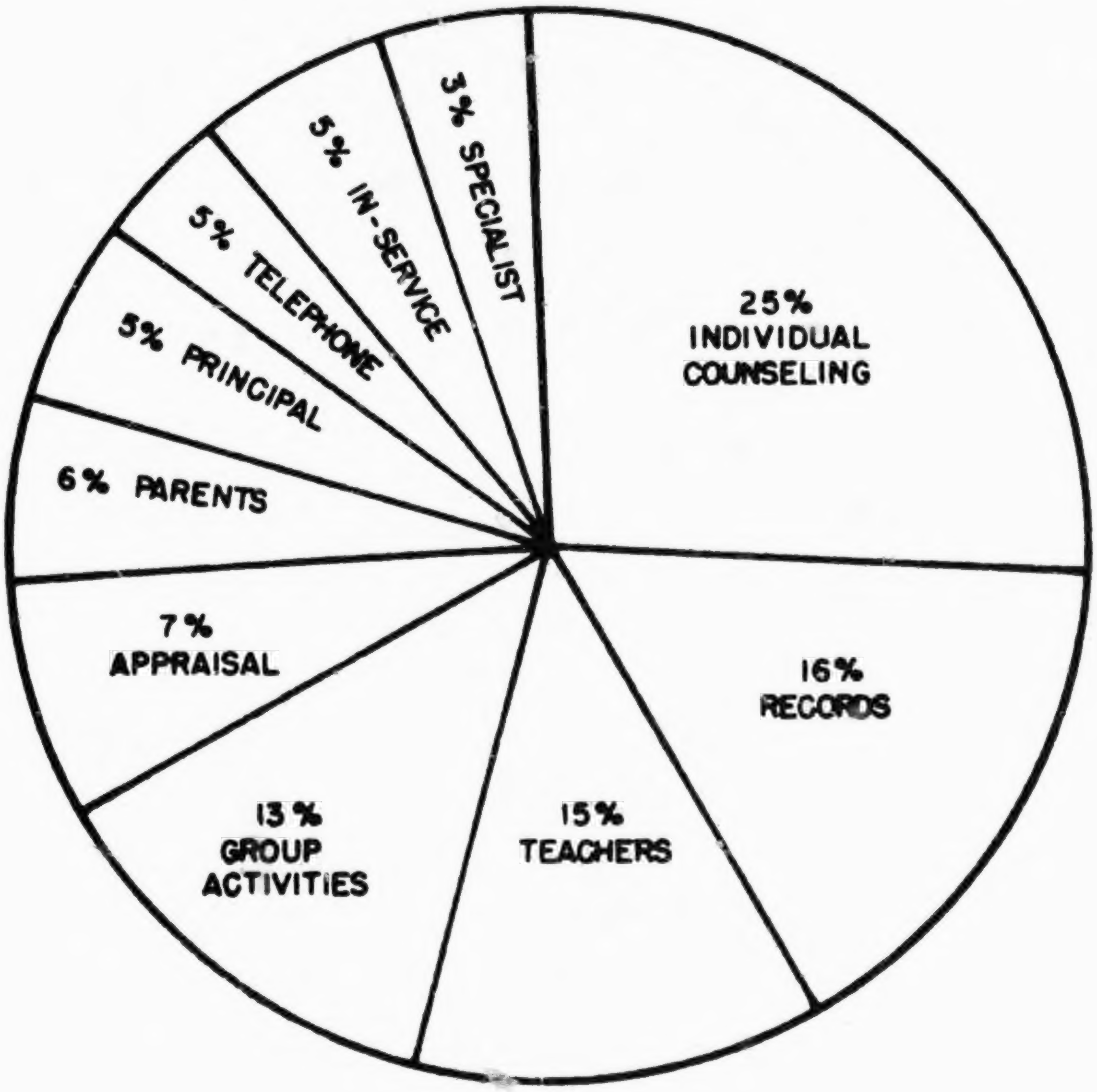
Principal -- time spent with principal in consultation and coordination of activities

Telephone -- contacts with parents, administrators, appropriate agencies, etc.

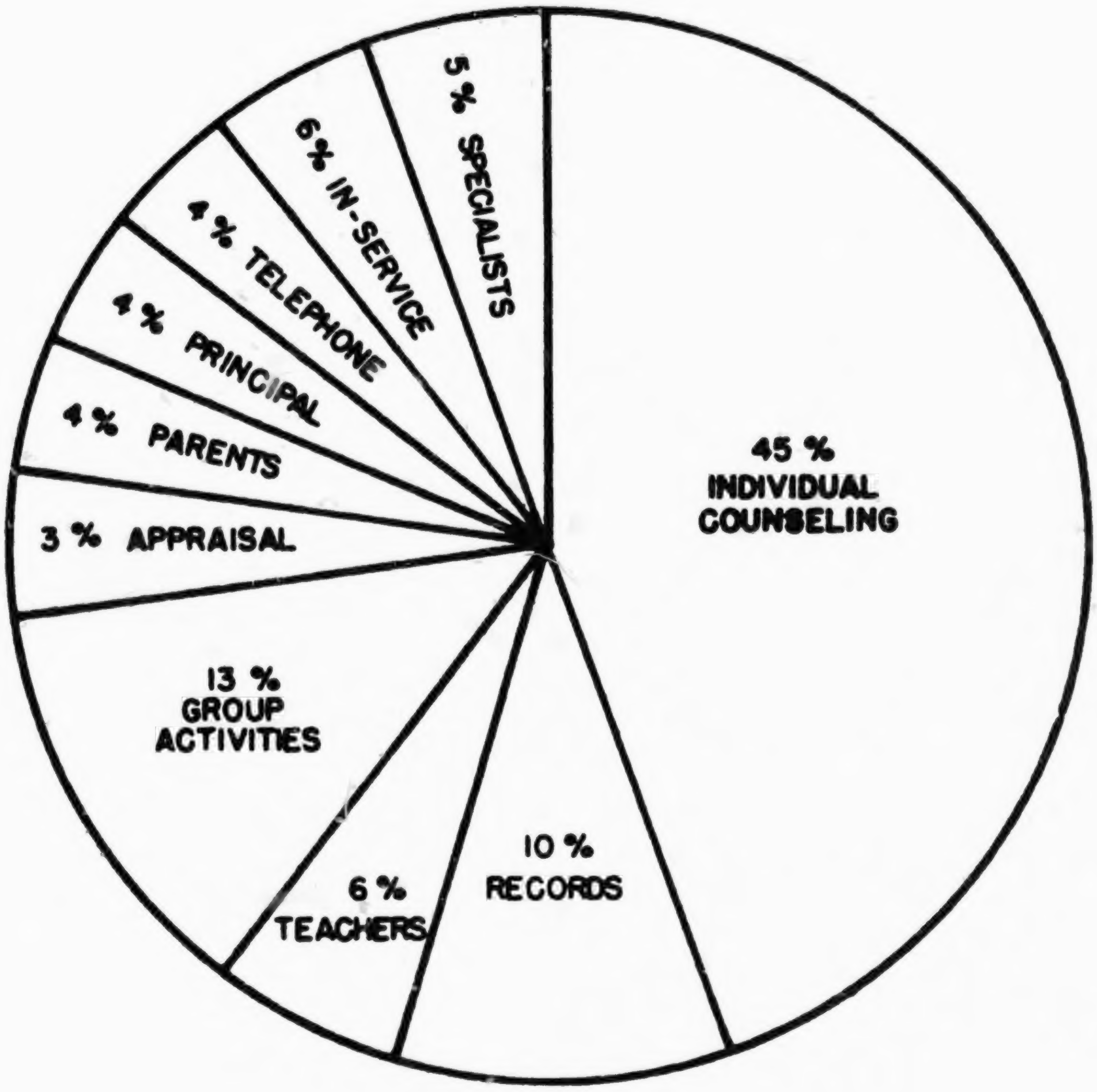
In-Service -- time spent in gaining greater insight into the role of a counselor

Specialist -- time spent in consultation with other pupil personnel specialists

COMPOSITE OF PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN ALL FIVE PILOT SCHOOLS

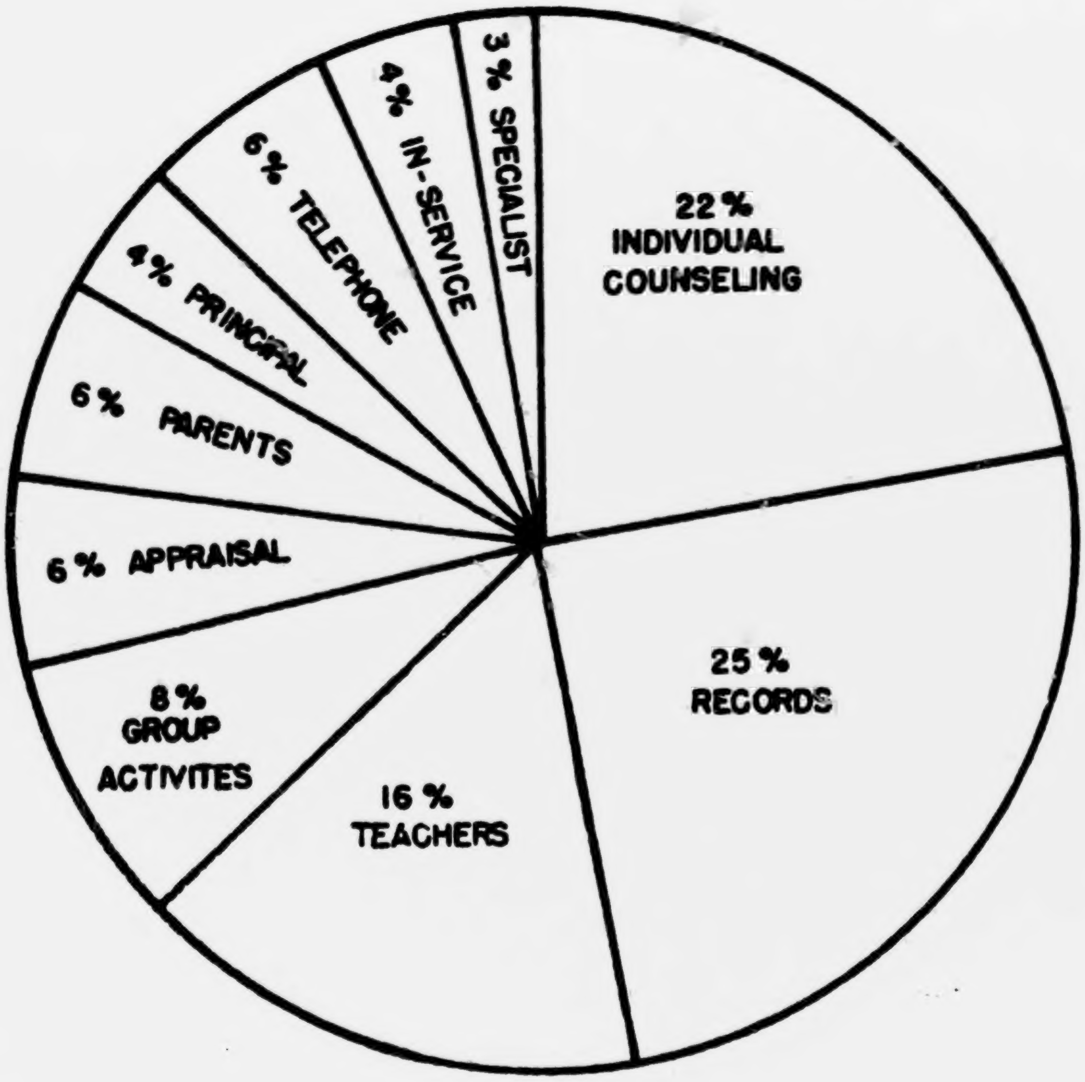


PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN BELMONT ELEMENTARY SCHOOL

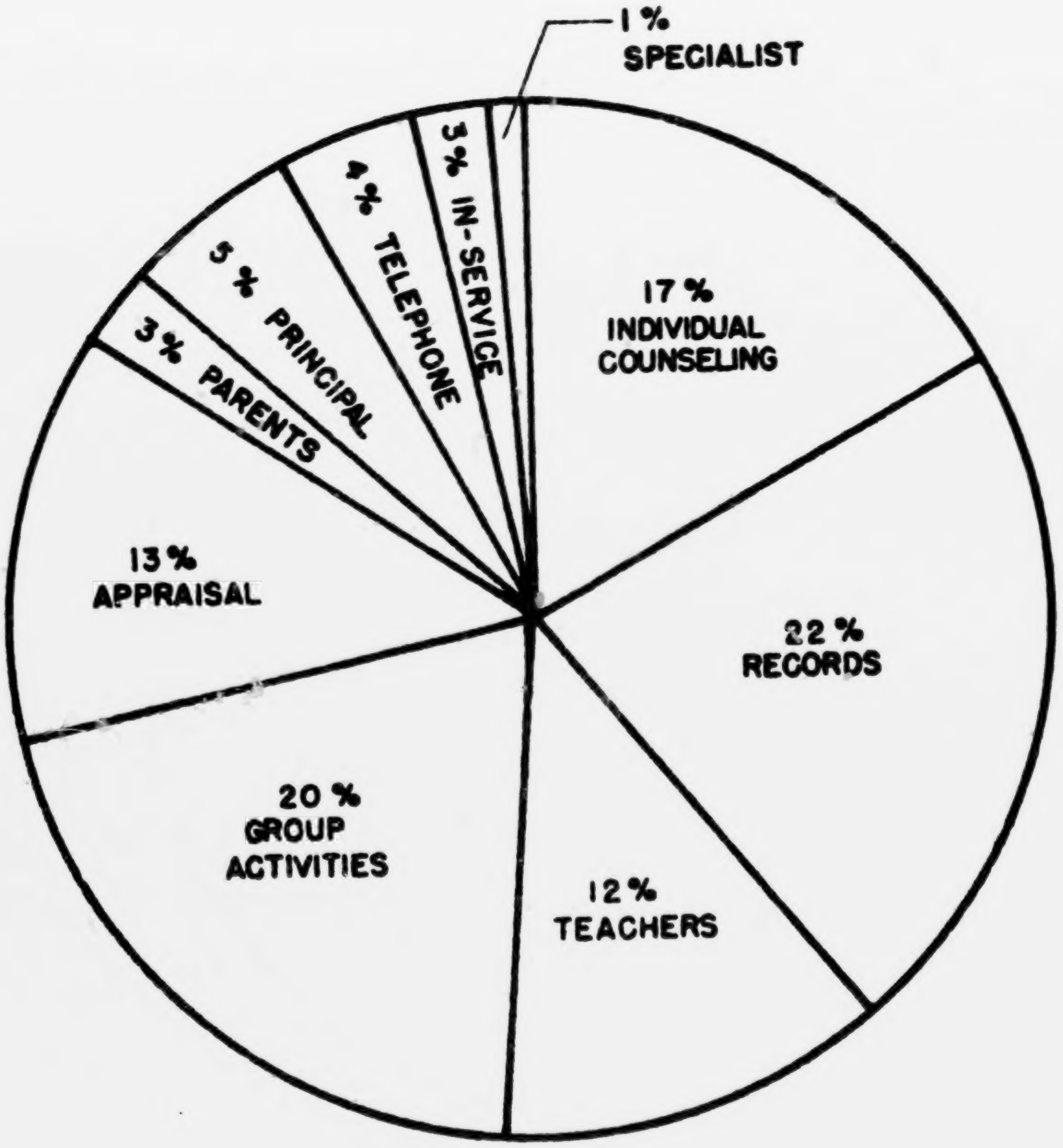


PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES

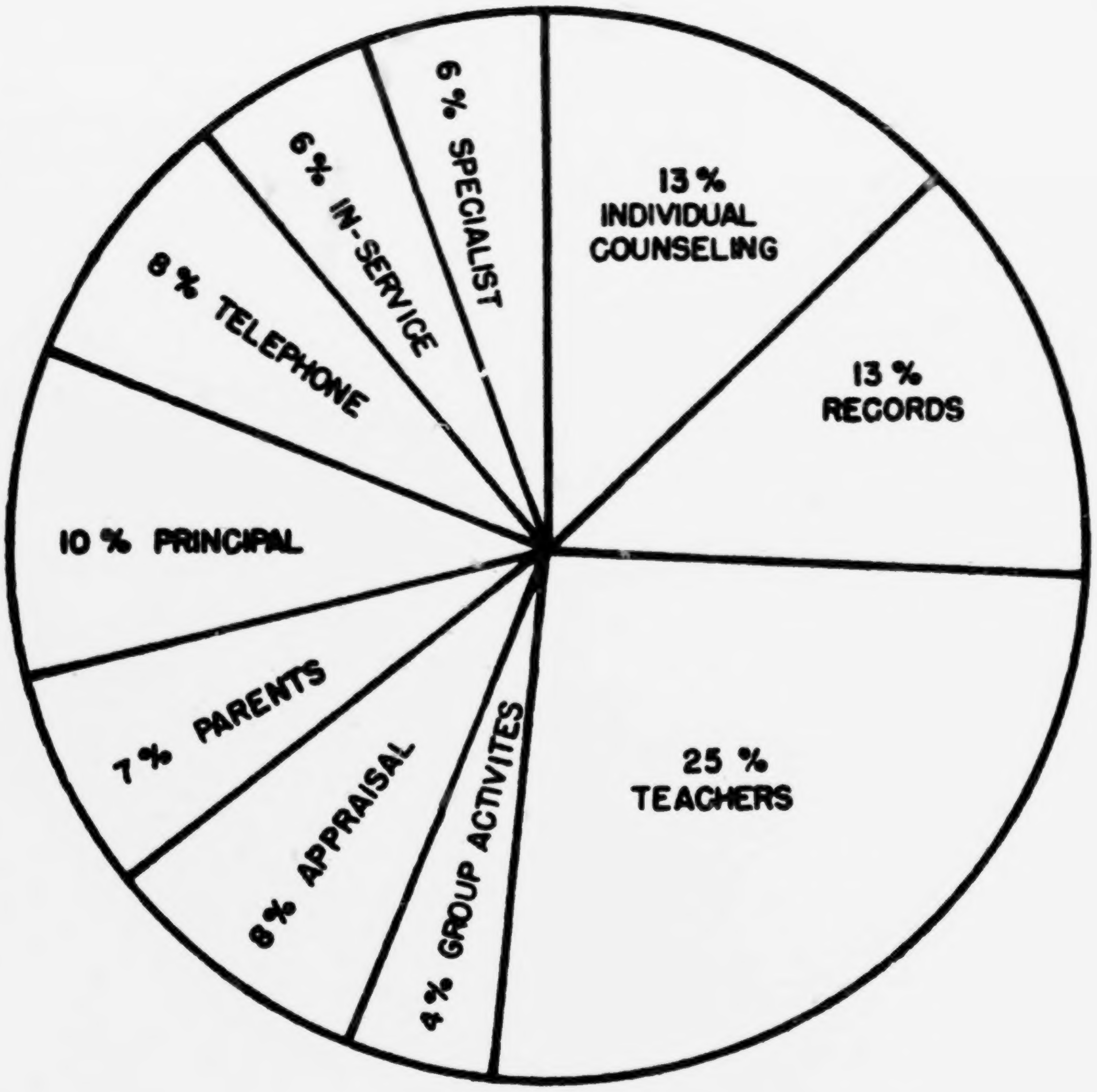
IN GENERAL ARNOLD ELEMENTARY SCHOOL



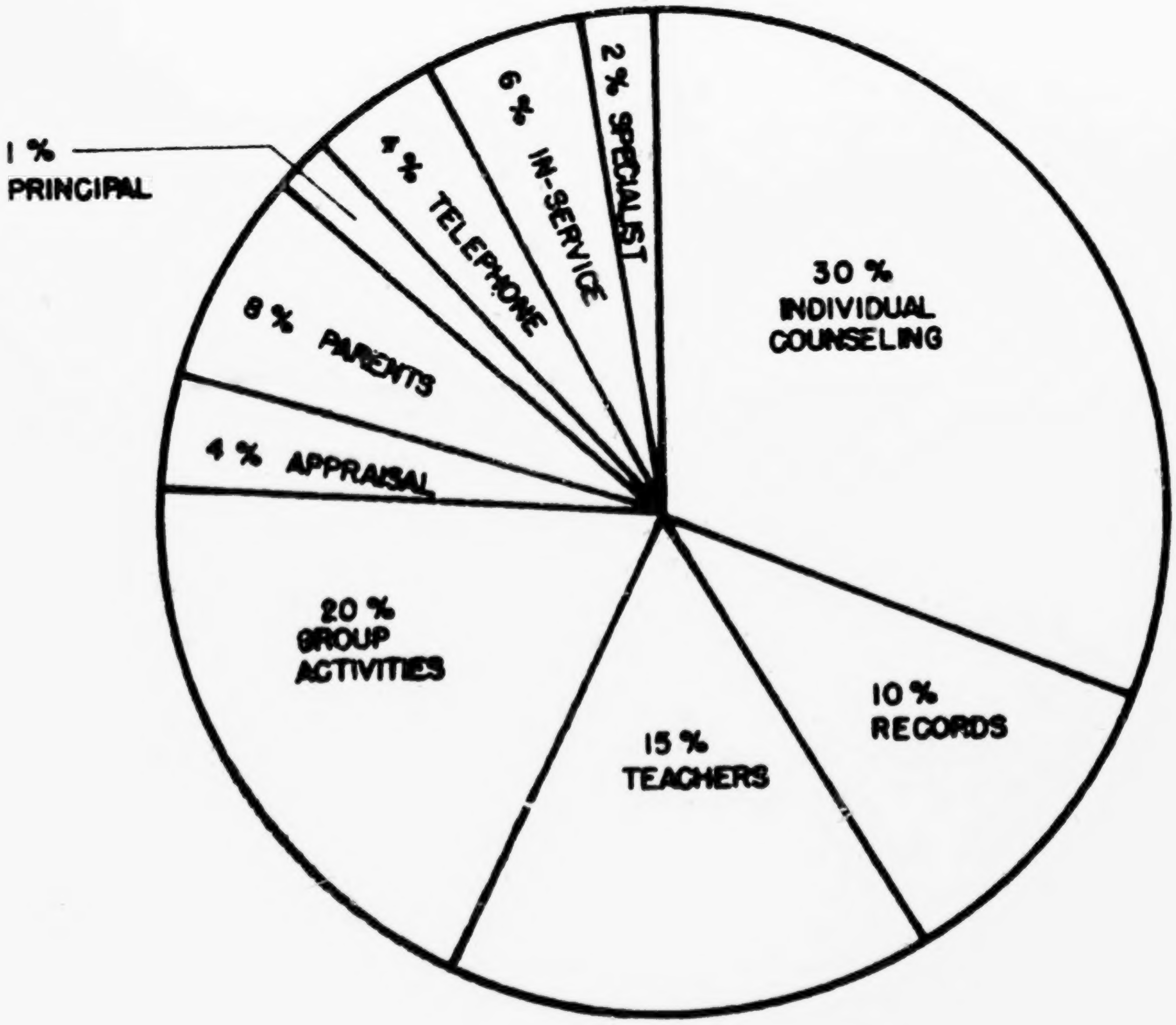
PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN HAWTHORNE ELEMENTARY SCHOOL



PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN HOLMES ELEMENTARY SCHOOL



PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN PERSHING ELEMENTARY SCHOOL



REPORT
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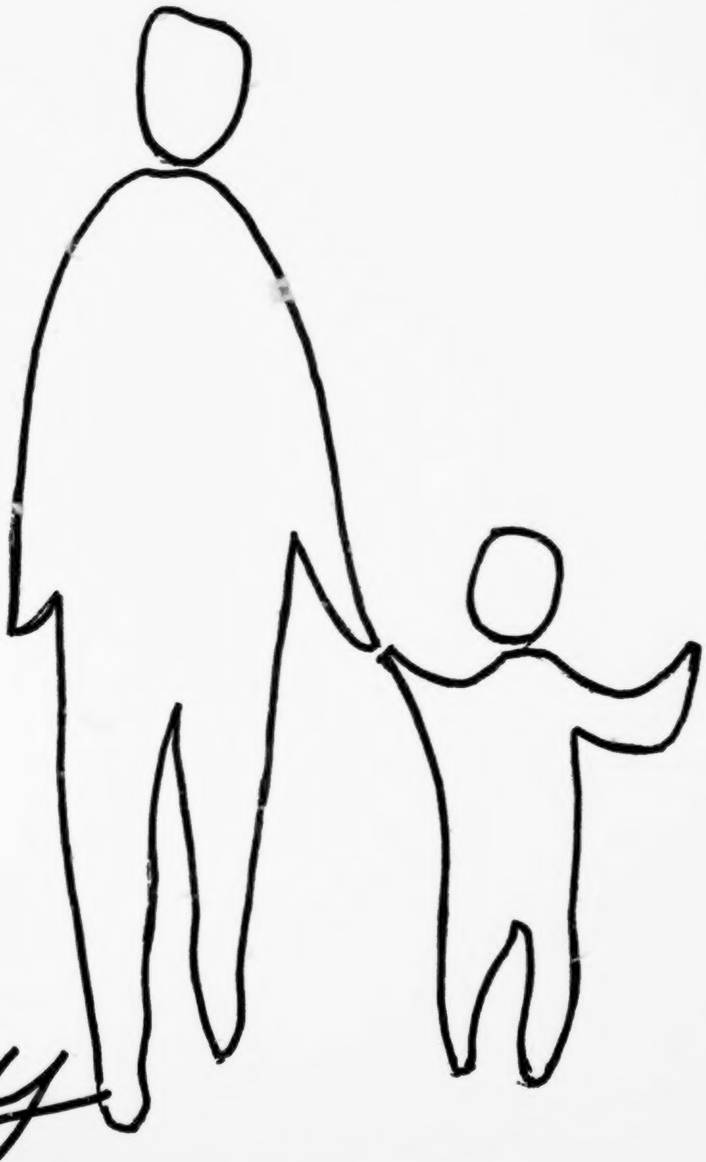

Elementary
SCHOOL
GUIDANCE

1968

LINCOLN PUBLIC SCHOOLS
NEBRASKA STATE DEPARTMENT OF EDUCATION

A REPORT OF A PILOT PROGRAM IN ELEMENTARY SCHOOL GUIDANCE

1967 - 1968

Prepared by

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PREFACE

Educators at all levels must continually strive to meet the needs of the persons they serve. To do this in a dynamic society requires new educational programs, services, techniques and methodology. The Pilot Program in Elementary School Guidance is an attempt to illustrate the contribution of Guidance and Counseling to meeting the needs of the individual.

The Pilot Program was conceived as a result of increased concern on the part of Nebraska educators that Guidance Services, variously labeled and described, were gaining increased attention in the elementary schools of the State and the Nation. There is, and has been, an active interest among Nebraskans in the roles, functions, preparation and responsibilities of elementary school guidance programs and personnel.

In education our challenge and our commitment to children is the creation of programs to motivate, stimulate, challenge and involve all children. Guidance programs have a unique and essential function in elementary schools. Their object is to assist school personnel in serving each child through a better understanding of his behavior and environment.

I sincerely thank all who were involved in this project, commend this report to you for your serious consideration, and trust that it will serve to generate considerable discussion, experimentation and evaluation of a significant area of concern--Elementary School Guidance.

Floyd A. Miller
Commissioner of Education

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SUMMARY REPORT OF PROGRAM

The persons in a position to evaluate this program most effectively are the counselors, the teachers and principals in the schools involved, the parents, and the children themselves. As in the previous evaluation, counselors and principals were again asked to write statements reporting the approaches and techniques used in this project as well as a summarization of the over-all effectiveness of this program in their respective schools. In addition to these statements, the principals submitted comprehensive questionnaires reporting the degree to which the program contributed to their individual schools. A copy of the questionnaire with a summary of responses may be found in Appendix B.

Each of the 136 teachers in the schools involved in this project were given a questionnaire through which they might indicate the degree of help this program contributed to their school. A copy of the questionnaire with its summary and responses may be found in Appendix C.

Comments reflecting the general attitude of the student population are indicated in Appendix D.

From the above evaluative materials, Betty Stevens has developed the narrative report which follows......

"I feel dum, sick, stupud, nutty, auful. When I feel like this, Mrs. S. makes me feel better." This written comment by a third-grader in response to the question, "How do you feel about counseling?" states candidly what elementary counseling is about, but not ALL of what it is about. For while direct help to children is counseling's chief objective, the service provided parents, teachers and principals in the five schools involved in the study means further indirect help to the children.

June, 1968, marked the end of the three-year experimental guidance program conducted by the Lincoln Public Schools in cooperation with the Nebraska State Department of Education. The program involved five elementary schools, selected to give a cross sampling of the socio-economic levels of the City; five principals; six counselors (at the close of the first year, one of the original five requested a return to classroom teaching); one hundred thirty-six classroom teachers and approximately 3,800 pupils.

It was an interesting privilege to read the evaluations of parents, teachers, counselors, and principals at the end of the first year; then to compare the reports of two years later. Reports of the first year seemed to show that poor communication and faulty clarification of the program were the greatest obstacles to teacher acceptance of counseling. Now after two more years of experience and familiarity with the project, that problem seems to be largely diminished.

Another possible asset in eliminating this problem may be evident in the percentage of time spent in various areas of guidance activities by the counselors. A notable shift of emphasis in time spent in individual counseling, record keeping, and with teachers was reported by the counselors:

(At the close of the first year)	Individual Counseling	25%
	Record Keeping	16%
	With Teachers	15%
(At the close of the third year)	Individual Counseling	19%
	Record Keeping	8%
	With Teachers	26%

The trend of spending more time in assisting teachers is double beneficial in that it makes them more aware of potential problems, and more helpful in dispensing counseling services to a greater number of children.

One of the teachers involved recognized this in her comment, "Mrs. K. has been a great help to me. . . . she has helped me to look at children individually and treat them as such."

The 136 teachers were asked (with a 100% response) to evaluate the program in eleven areas by indicating "Much Help", "Some Help", or "None". The composite results in all areas indicated a 58% "Much Help", 34% "Some Help", and 8% "None". The statement which scored the highest response (78%) of "Much Help" was, "The counselor made helpful contacts with parents, agencies, and consultants." The second highest scored statement (73%) "Much Help" was, "The counselor gave constructive help to children with behavior or emotional problems."

The area in which teachers felt least help was given was indicated by the statement, "The counselor has been of assistance in improving pupils' work habits and study skills"--an area probably considered primarily the responsibility of the classroom teacher.

To the statement, "The results of the Program have been of sufficient merit to warrant your recommendation for continuation of the program," 124 responded "Yes"; 2 responded "No"; and 10 did not respond.

Typical teacher comments are as follows:

> "I definitely think the counseling program should be continued. It's been a great help to all of us and to the children."
>
> "This is an essential area of the elementary school program."
>
> "I think the service of a guidance counselor in our school is invaluable and certainly hope it will be broadened and continued."

The principals involved, who at the end of the first year were the most thoroughly optimistic, maintained their high level of enthusiasm. Wrote one: "The last two years have done nothing to diminish my optimism in our program. As the time progressed the function of the counselor became more effective."

A repeated reference in the principals' reports is "the individual child" and the value of having a person on the staff who could relate to the child as an individual.

Another principal ended her report by writing, "I would say that most principals and teachers do not have the training or time to give this very necessary service to children. Therefore we heartily endorse this program."

As one compares the previous and present reports of the counselors, one senses a steady progression of achievement, a satisfaction of accomplishment, and an effectiveness brought about by becoming more familiar with their role. While it was necessary to spend much time in crisis counseling, the value of the work done in preventive counseling must remain immeasurable.

In one school, children who had had a year in kindergarten and would normally advance into formal reading classes presented a problem. By teacher's evaluation, readiness tests, and mental maturity tests, they were judged not ready for reading classes. To make this clear to the parents, the counselor joined the principal, the teacher, and the remedial reading teacher in helping to explain the difficulty and the motor-visual perceptual program. Using the Frostig Program and a curriculum adapted to meet the needs of the children, progress has been made and obstacles to academic progress cleared.

Another example of preventive counseling in a different school was meetings with parents to discuss problems pertinent to the kindergarten age group, and another meeting with parents whose children would begin kindergarten in the fall.

Another service counselors must often provide is making parents aware of their child's need of professional help, preparing them for taking this step, and helping them select the agency or person who can most effectively meet the child's need.

It is easy to see that this kind of specialized, time consuming service would be difficult if not impossible to incorporate into the work load of a teacher or administrator; thus the counselor becomes an essential member of the elementary school team.

Evaluations by parents show the wide range of problems and varying degrees of disturbance in children. Some parents whose children's involvement in counseling was limited to a once-a-week group activity stated, "We have noticed a definite improvement in the personality and an enlargement of interests in our children since the counseling program was instituted."

And from parents whose child's need was obviously more distressful, "We have been very much aware that our child has serious problems and we are pleased the counseling program has provided channels through which his teacher could learn more of his background and problems. Our boy has most certainly been helped in his problems of relating... communicating... belonging." All parents responded favorably to the project except two who appeared not to understand the project and hence gave a negative response.

Full explanation of a new procedure--sometimes necessarily repeated--takes time, and "lack of time" was the problem threaded through all of these reports. In the case of the aforementioned parents, their disfavor with counseling was revealed as actually due to lack of time for explaining it and thus reaching an understanding. In the one school with an enrollment twice as large as any of the other participating schools, "lack of time" is lamented one way or another by the counselor, teachers, and the principal who wrote, "The role of the counselor is dictated by the 1,400 enrollment."

Children too felt a need for more time:

> "I would like to come more often--maybe Monday, Wednesday and Friday?"

> "I would like more time to talk in privet."

> "I would like smaller groups so girls can talk about things boys shouldn't hear--like sex."

Since the problem of insufficient time is universal and appears to be worsening, we cannot even suggest a solution, but we felt our reporting would be at fault if we failed to call attention to its prevalence in the reports.

Perhaps the best appraisal of counseling comes from the children. Their responses were as varied and interesting and enlightening as children themselves:

> "I like counseling because you can relaks."

> "To me counseling is a real gas. I think it's kind of groovey to come up here and get things off your chest. I'm all for counseling."

George Edgar, Chaplain at the Lincoln State Hospital, in a letter to one of the participating principals, wrote, "We here at the State Hospital continually say, 'If only he or she would have gotten help sooner'." Perhaps he had in mind someone like the fourth grader who wrote, "I like counseling because I can feel more free--I like it because I feel better after I have gone. Counseling helps me solve my problems."

APPENDIX A

Narratives written by Counselors

Belmont School — Ann Poole

The elementary guidance program has a pervasive effect throughout the school. The parents are more receptive to suggestions that their youngsters might need professional help at local agencies than prior to the program. It would appear that they better understand that early identification and treatment of problems may enable their child to maximize his learning potential.

Parents and teachers better understand that problems do exist in their homes and classrooms. They are receptive to suggestions to alter the situation. Children are aware of what problems to bring to the counselor.

Conferences with parents to interpret psychological testing has helped them better understand their children. In one instance, parents were informed that their son was not a slow learner; rather an under-achiever. As a result, they are now demanding more of him and a child focused tension between the parents has been resolved.

Group counseling is one attempt to improve the mental health for all children. This has been in the form of open-end discussions, skits, study units, filmstrips and tapes oriented toward one or many concepts. The classroom has provided the setting.

The program has intentionally been unstructured and flexible, leaving room for experimentation and in-service training. In many instances involvement in curriculum has included determining whether a child's behavior stems from academic failure, a home situation or emotional problems requiring professional help. Hopefully, a plan of action follows.

We, as counselors, do not profess to solve the burdens of the school. We do attempt to remove the stumbling blocks to learning so that a child may presently work to his capacity for responding.

Previous teaching experience continues to be an invaluable aid in many situations, but I'm sure I would increase my effectiveness with additional training. At the top, I would list courses in social work such as those suggesting techniques in counseling students and parents of the culturally deprived. We also need the time and competence to develop guidance materials at the elementary level. The supply of commercial tools is quite limited.

There is an absolute need for the building principal's approval of guidance as a necessary part of the total development of the child. A counselor must be given autonomy and freedom to operate with a minimum of surveillance. Highly important in a school is orientation to the program. This should prepare teachers and principal for what they can expect of the counselor.

This year I have visited many homes. Following each visit I have talked to the teachers concerned in hopes of giving a picture of the home environment and an assessment of the parent's attitude toward the child, the child's problems, his teacher and the school. Again, this is additional emphasis in the area of information and communication, so very important to this particular area. The potential of this program is unlimited if given a chance to grow.

Hawthorne School — Mary Louise Shuman

At the completion of three years of elementary counseling at Hawthorne School, I am firmly convinced that elementary guidance is a very necessary factor in our educational program.

All children have needs. Since many of their problems begin in early years and become more difficult as they grow, it is most important that counseling begin when children enter school. It should be integrated with the academic program.

I have worked as a remedial reading teacher for a number of years and I feel that the source of many reading problems lies in the child's emotional problems which must be relieved before reading problems can be solved. In helping these children who have "lost the way" in school to find themselves, to help them be happy, and to help them find satisfaction in the learning process is a tremendous but necessary challenge.

PROGRAM STRUCTURE

The program this year was similar to our two previous years' programs which followed the guide lines set up for Hawthorne School. We were able to enlarge on the following:

1. More emphasis on classroom counseling with a regular schedule to hear and discuss mental health stories, to discuss matters on personal acceptance and preparation for junior high school.

2. More small group discussions were initiated to help children understand why children act as they do and to enlist their help in solving behavioral problems and misunderstandings.

3. Individual counseling was extended. There were more referrals from teachers and parents. There were more children who asked to come in and talk to the counselor alone.

4. More emphasis was given in orientation for new children who were counseled in order to help them make adjustments to a new school situation.

5. Parent conferences were increased in number and length. More fathers were willing to come and discuss ways the school and home could cooperate so that their children could have a more successful school experience.

6. More use was made of the Lincoln Public School Psychological services. The cooperation of the specialists was rewarding. Upon request, Dr. Palmer, school psychiatrist, visited the child in the classroom and conferred with parents and teachers at the school. The follow-up on cases by social workers and community resource people made counseling more effective.

7. More home visits were made by the counselor in conjunction with the Child Welfare Consultant.

8. Administration of mental maturity and achievement tests were continued in the testing program. An increased number of personality tests were given and interpreted.

9. More parents called and asked to visit with the counselor about their child's behavior and adjustment to school.

10. The counselor's normal school day was often extended to 5:00 and many times to 7:00 p. m. in order to accommodate individuals and working parents.

11. Many parents called in person and by phone at the counselor's home evenings and on Saturday.

Parents, teachers, and children were given an opportunity to evaluate the program at the close of the school year. While specific accomplishments in the area are difficult to measure, I feel that Hawthorne School did make progress in all areas. The reports were encouraging and complimentary.

Through group counseling, children appeared to identify behavior problems and gained knowledge in why children act as they do. There were many evidences where children did adjust better to classroom and playground situations because other children tried to help them.

The individual counseling was most rewarding. The counselor became a "listening post" for upset children and parents. There was not enough time to visit with all the children that made requests. They would offer to come before school and stay late after school to have time alone with the counselor. Numerous telephone calls came to the counselor's home from children and parents who were upset and needed someone to reassure them. Some examples of individual counseling:

1. A girl reported an exhibitionist near the school to the counselor because she was afraid to tell her mother. (He was later arrested.)

2. Rumors were squelched concerning a pregnancy of a sixth grade girl.

3. A mother called the counselor at home for help to prepare her girl for a home visitation of her brother who had been committed to the state hospital.

4. Slow learners and underachievers were helped to accept their limitations and to improve their study habits.

5. Help was given to improve the achievement of children through change of attitude.

6. School phobia cases were given help.

One day during an individual counseling session, a hyperactive first grade boy who was vigorously punching the Popeye punching bag, stopped suddenly and said, "We don't want to waste our time, do we?" I assured him that this was the time to relax and that he wasn't wasting time. He answered, "Yes, but I want time to talk to you."

Children from Primary 3 through sixth grade each handed in an unsigned paper on the topic, How Do I Feel About Counseling. There were no negative responses. The majority were complimentary and many wished they could have more than one group class a week. One child felt it wasn't necessary to discuss sharing since she felt there were more personal problems to discuss. A third grader wrote, "How do I feel about counseling? I feel dum, sick, stupud, nutty, afful. When I feel this way Mrs. Shuman makes me feel better."

There were 280 families that received evaluation sheets at the end of the year. Over half were returned and the majority were well pleased with the program. Only two felt that their child did not benefit because there had been no scholastic improvement on the report card. One mother felt the child was wasting time going from one room to another. The criticism that some parents expressed was the lack of information they had about the program at Hawthorne School.

Enthusiastic replies for the need and continuance of the program were received from the majority of teachers. There was only one teacher who felt the program was not essential. She had not used the services.

Two teachers who had not used the services the first year began using the service during the second year for mental health stories. It was gratifying to see more teachers using the program for children with sudden tears or upsets. One teacher's comment was: "Without question, this has been the greatest help and relief to the elementary teacher since educational television, even better, since this covers many things that the teacher cannot do or does not have time for, or cannot take time for."

I hope more improvement can be made in these areas at Hawthorne School:

1. Encourage teachers who are hesitant to make more use of the program.

2. Plan teacher in-service meetings.

3. Expand the orientation program for parents and children.

4. Encourage the administration to display more leadership in this program.

I believe that a good elementary guidance program is fundamental to modern education. The guidance counselor must become a member of the home-school team whose basic commitment is to help each individual child obtain the most effective growth of which he is capable, academically, personally, and socially.

The elementary counselor will attempt to help each individual child so that he may reach his highest potential in learning and in living happily as a member of society.

Holmes School

Ann Shelley

In looking over the objectives for the Elementary Counseling program there seems to be no beginning nor end. They are all encompassing and seem to cover most areas in the child's school life. One of them seemed to express our main objective the most aptly as far as I was concerned. It is: "To identify early the children with problems--emotional, social, or physical so that they can overcome them, to compensate for them, or learn to live with them." In attempting to work toward this objective, we are maximizing learning for all students, helping teachers, helping parents, keeping open communication between parents and the school, and working toward behavioral improvements.

The three years of the program gave us opportunities to experiment with different procedures for attaining these goals. Mental health stories and situations were used with whole classrooms. The teachers seemed to feel that these were most helpful. The sixth grade boys and girls were asked to make some comments about the program as a whole. The following are a few excerpts from them:

> "Before she came in I didn't like school very much. But after she came in I got to like school alot."
>
> "I think all schools should have this, because it is helpful to the children & teachers."
>
> "When the counselor came to our different rooms and read the stories and then discussed them with us, I got a lot a enjoyment out of it because we all participated in them and while we did it I learned a lot about the boys and girls in our room. I think that having a person like her at school helps a lot."
>
> "Those classes have really helped me to understand what happens around us and help me to understand myself better. I think it is

> good to continue this work. I think it can help everyone and if you quit it I can't think of what might happen. The stories she reads are good and the discussions at the ends are very helpful. They make you probe deeper into what you have learned, to me this is very helpful for someday you're going to have to probe deeper into some things. Don't stop the classes!"

On one day a week a twenty minute period was set aside for each primary room to send one, two, or a small group of children to the counselor's office. Problems were discussed, stories read, Show and Tell records shown, or maybe just a visit was held. This seemed to work out very well and made it possible to have contact with all the primary children in a more individual way.

In-service sessions were started with the teachers. A film on "Helping Teachers to Understand Children" was shown in two parts. The teachers were divided into small groups of 6-8 and met once a week during the noon hour. Each teacher selected a child in her classroom about whom a case study was made. A report was made on this child and then the rest of the group was asked to give suggestions in better understanding and handling of the case. A different teacher gave her report each week. In this way teachers gain a better understanding of situations other teachers have and also benefit from experiences of other teachers. In the spring Mr. Rod Kailey, Director of Family Service Association of America, talked to the teachers about the pros and cons of retention of students.

Parents of kindergarten children were invited to a meeting to discuss problems pertinent to that age group; the same kind of discussion meeting was held with primary parents. A meeting was held in May with the parents of next year's kindergarteners to talk about their preparation for beginning school; the same was held with the parents of next year's first graders. A letter to these parents was also written and sent home in the final report cards, as only a part of them were reached through the group meetings. The parents seemed to feel that these meetings were beneficial to them.

During the year the counselor gave twenty-five talks to groups in the community to explain what elementary counseling is and in what ways the counselors were carrying out the purposes of the program. Some of the groups to which the counselor talked were Lincoln Junior and Senior High School principals; Lincoln Public School administrative staff; Lincoln Elementary School principals; League of Women Voters; P. T. A. groups; Nebraska Wesleyan University guidance class; a group of visiting teachers from foreign countries; University of Nebraska

Psychological Clinic Staff meeting; Lincoln Citizen's Advisory Council; Social Work and Community Agency section of the Lincoln Community Council; visiting teachers from York, Nebraska, school system; Nebraska Personnel and Guidance Association annual meeting in Kearney, Nebraska, as a panel member; parents of pre-kindergarten, kindergarten, primary, and intermediate children; in-service training program with Wilbur, Nebraska, teachers; summer institute on Elementary Guidance at Kearney State Teachers College; and to University of Nebraska Counseling Center staff meeting. It is hoped that by reaching as many people as possible from all over the state that more communities will know about the program and work toward setting one up in their communities as soon as possible.

Work with individuals continued with many more situations arising which needed the help of an outside person who had more time to work on the problems than has the classroom teacher. By October 1st, eighty-five children in a school of 750 pupils had been referred to the counselor; of these eighty-five there were probably fifty-five or sixty who needed some kind of professional help; of these fifty-five or sixty we felt fortunate to be able to get outside professional help for ten to fifteen. What happens to the remaining forty or forty-five children? We feel that this is where the Elementary Counselor can be of service--not because she is going to be doing therapy with the children but because she can at least help the child to "overcome the problems, compensate for them, or learn to live with them."

Meadow Lane School — Louise Matson

My assignment for the past two years of the pilot program for Elementary Counseling has been at Meadow Lane School. It is the largest elementary school in Lincoln with an enrollment around 1400. There are two annexes to the main building consisting of three houses each, which house two kindergarten and three first grade classes. There are 55 on the teaching staff, a nurse, three full-time secretaries, and one part time secretary.

The month of September of the 1966-67 school year was spent in becoming familiar with the school policies and in becoming acquainted with the teachers. In the fall of both years each classroom was visited to help me become acquainted with the pupils and teachers, to explain the role of the counselor, to discuss how the counselor, pupils, and teachers could work together. The children were very receptive at all times. The first year some teachers stated they felt the counseling program was a waste of the children's time and a waste of the teacher's time. It has been most rewarding to see the change in attitude in the teachers who at first had voiced disapproval of the program. The past school year I have had many referrals from these same teachers and they have expressed how much the counselor has helped the teacher and pupils.

Parents were made aware of the services of the counselor through a write-up in the first issue of the school paper and through introduction of the counselor at the first Parent-Teacher meeting. This evidently was not enough to make the majority of the parents aware there was a counselor in the building as the frequent reply the counselor received upon introducing herself was, "I didn't know such a person was on the staff." By December, however, one parent would tell another of their contact with the counselor and from then on parents would call and ask to come in and discuss their child in the school situation. The past school year the interaction between parents and counselor has been high. I have spent as much time with the parents as with the individual children. Both years the counselor had a group discussion at PTA meetings.

Large groups of children were seen in the classroom. Stories which promoted discussions on attitudes, habits, friendships, vocations, and study skills were presented. These sessions proved very successful and both teachers and parents have reported they have seen a change of attitude or a change of behavior in a child. Small groups from two to six children met in the counselor's room to discuss particular problems. The children and teachers reported these sessions as most helpful to the children in helping them see themselves as individuals and in being an aid in setting realistic goals and working toward these goals.

The behavior of all the children of course, did not change. Some children were seen on an individual basis if referred by the teacher, parents, other staff member, or by self referral. These children met with the counselor two to three times a week and discussed their particular problem.

The nurse referred many children who were frequent visitors to her office with upset stomachs and headaches. The physical education instructor referred children who were isolates in groups, withdrawn, aggressive, or otherwise out of step in the group-play situation. A good number of upper grade children referred themselves and discussed their feelings of insecurity and uncertainty in how to react in various situations.

Children were seen individually through referral and many came in for two to five visits without referral. Most of those referred were seen three times a week for 20 to 30 minutes. The children discussed how they felt and with the counselor planned different approaches of behavior to try to alter an unpleasant circumstance. The children who were referred because they were underachievers were seen in the hope they would be helped to strive for realistic goals which in turn should lessen their periods of frustration. The counselor worked closely with the teachers of these children trying to aid the teacher in adapting the curriculum to better meet the child's needs. Children with behavior problems were seen on an irregular basis or as the need arose. They were seen, not as a disciplinary measure, but rather to help them see the cause and effect of their actions.

The parents of the children who were referred were contacted and at least one conference was held. The majority of the parents were seen many times. Minor school problems were rectified. Misconceptions were clarified and the counselor felt a good relationship was established with most parents. The counselor sat in on teacher-parent conferences at the request of the teacher. Every day at least one parent, and usually two or more, called by phone to discuss some problem, real or imaginary. Tentative plans for the next year include group meetings of parents where we can discuss general child growth and development and problems some children encounter during the school years.

Many hours were spent in counseling activities during the evening hours. Teachers frequently called the counselor to discuss a problem they felt needed attention. Parents who worked during the day also called evenings and weekends.

Agencies such as the Child Guidance Center, The Educational Psychology Clinic, and the Psychology department at the University of Nebraska asked for and received information about the child's school behavior, work habits and status within the classroom.

In-service sessions during the 1966-67 school year were held with Dr. David Levine from the University of Nebraska, and psychologists and psychiatrists from outstate spoke to the counselors. Mrs. Naomi Brill from the University of Nebraska Graduate School of Social Work met twice a month (67-68) with the counselors and many problems were discussed and clarified. Visitors from Nebraska and South Dakota visited with the counselor to observe and discuss the elementary counseling program.

The school administrator had started a readiness room for children who had had a year in kindergarten and by teacher evaluation, readiness tests, and mental maturity tests showed they were not ready for formal reading classes. The children were tested by the counselor with the Frostig Developmental Test of Visual perception. The children all showed weaknesses in some or all of the five areas tested. The principal, teacher, remedial reading teacher, and counselor met with the parents and discussed the motor-visual perceptual program. The program was started in January, 1968. Using the Frostig program and a curriculum adapted to meet the needs of the children, by having frequent conferences with the parents, the school staff felt worthwhile progress has been made in helping these children in overcoming obstacles in their academic progress. The children will continue as a self-contained group and continue the program for the next school year.

The school year 1967-68 saw a new and rapid growing of communication and cooperative work between the pediatricians and the school and home. One of the first items of discussion between counselor and parents was the physical health of the child. If the child had not had a good physical in the past six months the parents were asked to explore this to be sure there were no physical reasons for the child to be functioning below par. The counselor would write a short explanation of the school situation for the parent to give to the doctor. The pediatrician would follow up and contact the counselor when he wished for more information and follow up.

A primary function of the counselor is to improve the climate in which learning takes place. With the ratio of 1400 to 1 much of the time my role has had to be "crisis" oriented, yet as I review the records, I feel we have been successful in working with pupil attitude, teacher attitude, parental attitude, curriculum, ability, achievement, health, pressures, and tensions.

I would hope the child whose state of being is in conflict with his environment to an extent which limits happiness or productivity can receive some measure of relief from the counselor. I would hope all children would receive an extra bit of encouragement and a better knowledge of himself and others so that school time is a happy and productive time.

Pershing School **Frances Kounovsky**

Since the purpose, implementation, and background of the counseling program have been thoroughly covered in the "Report of a Pilot Program", I will try to avoid repetition.

Having worked as an elementary counselor for two years, these are areas in which I feel I was helpful:

1. Removal of some emotional stress for both teachers and pupils--or, in extreme cases, channeling these boys and girls to proper agencies for receiving professional treatment.
2. Serving as an extra "motivator" for under-achievers and slow starters.
3. Improvement of attendance by helping to iron out the fears or unpleasantness that some children associate with school.
4. Gathering information for principals, Pupil Personnel Services, and agencies as well as disseminating pertinent facts to teachers so that they may best help their pupils.
5. Because of my availability, I could act as a "sounding board" for teachers, children, and parents.
6. In an effort to reach all children, the large group units (i. e. "How to Study", "Why People Act the Way They Do", "Is Telling Always Tattling?") because of the time element, might be considered outside the regular classroom curriculum.
7. Responding to requests from teachers to attack some particular problem arising in their room.
8. Helping children with personal social problems.

In retrospect, I feel that my experience as a classroom teacher has been the most valuable preparation for a job of this kind. A course in case work, training in counseling specifically geared to elementary children and the confidence that comes with the sense of permanence from the adoption of a program that is generally thought to be worthwhile, would be welcomed. Next, an absolute requisite for the success of such a program would be a thorough orientation for teachers, principal, and counselor. Time should be spent in completely acquainting the counselor with the most effective use of existing school facilities.

Written comments from patrons were overwhelmingly in favor of the program:

> "To a child who has a problem, I think the program is as important as reading or arithmetic."
>
> "Her (the counselor's) suggestions surely helped me to get to know him and understand him better at home also. Our appreciation will never be adequate, but this is the finest thing that has been done for _______ and us for as long as I can remember."
>
> "I don't believe my children have ever been to the counselor's office---yet. But if they ever do have a problem in school that they feel they want to talk over with her, I know they wouldn't hesitate to see her. Thus, by relieving their problems or tensions by talking things over with her, they will be more mentally alert and their school work will show it."

And from the children themselves came these remarks:

> "I think it's a good idea because it has helped me understand and think about a lot of things. I've gone to the counselor's class four or five times and learned a lot in 25 minutes. It isn't just a thing to get out of school work. Me and 4 other guys go to her class and learn an awful lot. To me it isn't a waste of time or money." (Sixth grader)
>
> A fourth grader wrote, "It helps me with my problems and my understanding of other people." Another wrote, "They (counselors) talk to me and answer my questions. I have learned how to decide things for myself."

APPENDIX B

1. Evaluations by Principals

Belmont School

Daniel M. Conway

In reviewing the elementary guidance program after the third year of the pilot project, it is my opinion that the program provided services that rendered those things which I consider necessary to a good elementary guidance service. The following observations were noted:

a. The students of elementary school have a rather remarkable, warm and accepting attitude toward the elementary counselor. They are aware that she helps children in trouble and also provides information derived from tests and test scores. They are vaguely aware of the specific nature of her job and how to make use of her in self-initiated ways.

b. Guidance services should be divorced from discipline *per se* as from administrative-clerical functions.

c. The elementary counselor's functions enhance the effectiveness of the school staff's attempt to fulfill the needs of the children.

d. Availability (time in a building) is a more effective criterion for assigning counselor time than pupil ratio approach.

e. The ratio of one counselor to one elementary school allows the counselor to carry preventive and developmental work as well as deal with crisis situations. This structure permits the counselor to organize and implement creative programs based upon a thorough knowledge of the students, the community, the administration, and the faculty within the school.

f. The necessity of the close cooperation between principal and counselor to carry on a meaningful program is strikingly evident. This aspect of professional interaction cannot be overemphasized for the determination of policy and its implementation.

Hawthorne School

Fred F. Esser

The elementary counseling program at Hawthorne School has certainly been an asset to the whole teaching program.

I am not making this statement as just an idle comment in order to boost the morale of those involved in the program but rather to actually identify its key role in elementary education at Hawthorne.

If we recognize the fact or believe in the philosophy that emotions play a major role in the growth of an individual, then we can certainly see and realize the benefits of someone in a position to help a child release or recognize feelings or actions that could harm or possibly benefit him.

I think that many times a word of advice spoken by a person from whom we expect it, seems to have more impact and carry-over than a hundred such words from someone not necessarily expected to advise or admonish.

I'm sure that here the feeling is that the classroom teacher can handle this but my first thought would be the obvious and that is the number of students involved and time.

Counseling has not solved each and every problem that our children have had, but it has certainly aided in a number of cases. Comments by teachers and parents have certainly verified this.

Case histories of people involved in the counseling program show the tremendous amount of interest and participation by the teachers, parents, and students.

Questionnaires sent home to parents were returned promptly and the answers and statements were overwhelmingly in favor of the program. In fact, the only negative aspect of the program has been the amount of time spent away from the school, which causes cancellation of appointments, etc.

I am not trying to say that every child counseled has made a complete change, but I am saying that attitudes have been changed in a high per cent and cooperation between home and school has been tremendous.

To summarize, the counseling program thus far has:

1. Helped in early identification of pupils with special problems.

2. Made parents aware of the variety of referral agencies within and apart from our school system.

3. Aided the teacher by participation in Parent-Teacher conferences.

4. Worked with students, individually and in groups.

5. Handled problems that have developed in a classroom beyond what a teacher is capable of handling but not necessarily serious enough to be referred to the principal, psychologist, or psychiatrist.

Holmes School Bernard E. Nutt

These past two years, the second and third in the counseling program, have done nothing to diminish my optimism in our program. As the years progressed, the function of the counselor became more effective.

My present thoughts are:

1. At the primary level the program is more teacher and parent oriented than at the intermediate level.

2. Parents, teachers and organizations, (welfare, police, etc.) use and appreciate the contact with the counselor.

3. It will be a gradual process to get all teachers to accept the program as a helpful thing rather than a challenge to their capabilities.

4. As in all school programs, time for in-service will remain a problem until other non-teaching duties are taken over by non-professional people.

5. Parents of pre-teens need and appreciate guidance in non-school activities.

6. Intermediate children feel that they can confide in the counselor.

7. Teachers look forward to mental health units taught in group sessions by the counselor.

8. The climate of the school is more conducive to good educational programs because of her influence.

9. More parents have gone for professional help after being prepared to take this step by the counselor.

10. Administrative discipline problems are at a new low. Teachers with the counselors help look for the why and a new approach rather than the traditional, "Go to the principal's office."

Meadow Lane School Lyle K. Bargman

Meadow Lane School has been in the experimental Elementary Counseling program for two years. The roll of the counselor is dictated by the 1400 enrollment and the available facilities.

The counseling program at Meadow Lane School has been a varied program which has involved children, parents, and staff members. The first goal of the program has been to involve the total school population in counseling activities. This total involvement included an orientation into the program as it related to them and their need and how they could use the program to their benefit. Secondly, the program attempted to assist the staff in understanding and interpreting problems of behavior and academic needs of the students. A third phase of the program was that of listening and discussing individual or small group problems with the student as they came for help. A fourth phase of the counseling program was that of establishing communications between home, school, child, teacher, parent, and community agencies when necessary.

Some of the advantages of the counseling program as it functions at Meadow Lane School are:

1. Having the opportunity to assist all students develop to their greatest potential.
2. Attacking student problems immediately.
3. Establishing immediate communications with community or private agencies for student help.
4. Assisting staff members in diagnosing evaluative materials.
5. Assisting in conferencing with parents about the student's problems or needs.

I feel that the counseling program at Meadow Lane School has opened another channel of communication for helping build a better understanding between school and home. Many times the counselor has been helpful in difficult situations where the added information available to her had made solutions better understood.

It is very helpful for me to have a professional person who has the training and material necessary to follow through with the action that will help the individual child.

Pershing School — Mrs. Loretta M. Mickle

Pershing has now completed three years of experimentation with a program of elementary school counseling. It has become a regular part of the school program and the teachers and I would have great difficulty in conducting our activities without our counselor.

We look at "counseling" as a personal service to pupils which we have needed in the elementary schools for such a long time. We are becoming more and more aware of the fact that no one professional person can be all things to all people. Excellent classroom management and teaching are not enough. As we look at the high percentage of dropouts from school, the underachievement of gifted children, failure of slower learning children to achieve some success, we see the great need of specialized help to assist the elementary classroom teacher. I would say this calls for good teamwork on the part of principal, teachers, counselor; in fact, all people who come in contact with the child.

Sometimes we forget that each child is valuable, unique, and has a contribution to make to society. Each individual has a desire to learn and develop. We have found that causal factors of behavior can be identified even though causes are multiple and interrelated. Therefore, we see a great need for personal service which the counselor can give us.

As we work with our children at Pershing School in our continuous progress plan, we see and appreciate the chance we have to individualize our program to meet each child's need. Even though our classrooms are large, our type of grouping helps the teacher to more nearly meet individual needs. Then with the help of our counselor, the children receive the many services which are of value to them.

I feel that all children should profit from the services of the elementary counselor. For the past three years the counselors have done much individual work and also have worked with groups. Sometimes small groups meet with her to discuss problems. She also has regular meetings with entire classrooms, discussing study habits or teenage problems or whatever seems important at the particular time. One subject which the children seem to enjoy is, "Why do people act as they do?" This brings up many interesting ideas and comments. To me it seems very important that children learn early how to get along with people and to try to understand other people's problems. Our counselors have done very good work with this idea in mind.

Next year we hope to do more work with the in-service idea for both teachers and parents. We plan to set up definite meetings for discussions which will be helpful to all.

The teacher has a dual role--first, providing for methods, materials, and instructions to supply the individual with basic needs and understandings needed in today's living; and second, he must discover the special needs in each child's total development as an individual.

Because of his professional training and ability, the counselor can handle many of these special problems which are beyond the skill of the classroom teacher. If necessary, the counselor can refer the child to the psychologist or psychiatrist.

So to sum up our ideas of this program, I would say that most principals and teachers do not have the training or the time to give this very necessary service to the children. Therefore, we heartily endorse this program.

2. Questionnaire by Principals

May 21, 1968

TO: Principals Bargman, Conway, Esser, Mickle and Nutt

FROM: Julius A. Humann

SUBJECT: Elementary School Guidance

We are approaching the end of the third year of our Pilot Program in Elementary School Guidance. This program has been a cooperative effort of the Lincoln Public Schools and the Nebraska State Department of Education. In view of the fact that this is the last year of our cooperative effort it is especially desirable that we provide the State Department of Education with an evaluation of the successes and failures of the program. As a part of that evaluation, we would like to include the judgments of the principals of the participating schools. It is desirable that we know the extent to which, in your professional judgment, the program has made a contribution to the general welfare of the pupils, teachers and school.

The items or statements listed below cover some areas in which the counselor may have made significant contributions to the pupils or to the general welfare of your school. Indicate the degree of help the program contributed to your pupils or school by placing a check in the appropriate column after each statement.

Check: Column 1. if much help has been given
Column 2. if some help has been given
Column 3. if you feel that the counselor made no contribution in this area

	1	2	3
ORGANIZATION AND ADMINISTRATION			
1. The counselor has been of assistance in organizing, administering and developing the program of guidance services.	5		
TEACHER INVOLVEMENT			
2. The activities of the counselor have complemented and facilitated the work of the teacher.	3	2	
3. The counselor has provided services which were beneficial to most teachers within the school.	5		
4. The counselor has assisted the teachers in meeting the intellectual, personal and social needs of all children.	4	1	
EMPHASIS--"THE CHILD"			
5. The counselor has focused on and recognized good behavior as well as on problem situations and crises.	5		
6. The counselor has provided services and activities of benefit to all students attending the school.	4	1	
LEARNING ENVIRONMENT			
7. The counselor has assisted in the development of wholesome student attitudes towards the teacher, school and self.	4	1	
8. The counselor has sensitized the teachers to the personal needs of the children.	2	3	
9. The counselor has assisted teachers in creating an atmosphere that builds confidence, avoids threat, creates a feeling of security, and is conducive to learning.	2	3	

GENERAL AREAS OF ASSISTANCE	1	2	3
10. The counselor has helped in the early identification of students with "special needs".	5		
11. The counselor has been of help in working with "behavior problems".	5		
12. The counselor has been of help in working with "gifted" children.	1	2	2
13. The counselor has been of help in working with the "slow-learner".	4	1	
14. The counselor has been of help in working with children with "reading problems".	1	4	
15. The counselor has been of help in working with "underachievers".	3	2	
16. The counselor has been of help in "diagnosing learning difficulties".	2	3	
17. The counselor has helped the children in making adjustments at transitional points in their education, i.e. changing grades, changing schools, elementary to junior high school, etc.	3	2	
18. The counselor has been of help to the professional staff in interpreting cumulative folder information.	4	1	
19. The counselor has been helpful in making referrals and working with "referral agencies".	5		
RESULTS			
20. The counselor has been instrumental in acquiring an overall higher level of achievement among students.	3	2	
21. The counselor's activities have been instrumental in decreasing the number of potential drop outs.	3	2	
22. The counselor has been of assistance in reducing absenteeism and tardiness of selected children.	4		1
23. The counselor has been of assistance in improving work habits and study skills of pupils.	3	2	
24. The counselor has been instrumental in establishing a better home-school and teacher-pupil rapport.	5		
25. The counselor has assisted in the reduction of referrals made to the principal for disciplinary reasons.	5		

APPENDIX C

1. Summary of Teacher Comments
May, 1968

It is significant to note that of all the comments made by teachers there was not a single negative response. Below are some of the typical comments made by teachers:

> Great help -- need this program -- extremely important -- very worthwhile -- invaluable.
>
> Time to help these children is in the elementary school -- essential area of the elementary school program.
>
> The counselor is an important link, especially between teacher and parent.
>
> The counselor proved most helpful in making contacts with parents, agencies, and consultants.
>
> The program was very helpful in dealing with the emotional problems of a number of children which seem to appear in larger numbers.
>
> The counselor works many hours outside of school hours with many pupils.
>
> The teacher needs somewhere to go for help with some children who are so frustrating they defy all methods of approach.
>
> Most effective in early diagnosing needs and planning effective program for individual children.
>
> The counselor has been a great help to me in my two years at ____________. She has helped me to look at children individually and treat them as such.
>
> Can't evaluate since I haven't felt the need for a counselor this year with my group.

Mrs. ___________ has been of tremendous help in working with my classes these past two years. Both mature and immature children were represented in the two classes and her suggestions and active help were of benefit both to pupils and teacher.

Without Mrs. ___________, a number of parents would not have bee notified--many of which she called many times and got them to school. If the teachers haven't been able to help the child, Mrs. __________ has understood how and whom to contact. Best of all, teachers are recognizing that teachers cannot help all children and have someone to turn to. We desperately need her help with early problems in the elementary classroom.

Definitely an asset. It would be a tragedy not to continue it.

Largest school:

Too many students for one counselor.

I feel the school definitely needs the guidance program. The problem is that we need many more counselors. One person trying to do this sort of job adequately in a large school tends to only be a hope but the realization is often impossible. Still a little is better than none.

I definitely feel the program is worthwhile but one counselor just can't do it all.

2. Questionnaire by Teachers

May 21, 1968

TO: Elementary Teachers in the Guidance Program

FROM: Department of Pupil Personnel Services

RE: Evaluation of the Elementary Guidance Program

This is the third and final year of our cooperative participation with the Nebraska State Department of Education in the Experimental Elementary Guidance Program. We would like the teachers of these five elementary schools to assist us in evaluating the effectiveness of this program.

Below we are listing a number of items which may contribute to the general welfare of the teacher, the pupil, or the school. By checking the appropriate column after each item, will you please indicate what degree of help the program contributed to that phase or area.

Statement	Much	Some	None
1. The counselor gave constructive help to children with behavior or emotional problems.	95	33	3
2. The program promoted a better in-school adjustment on the part of the pupils.	76	46	7
3. The counselor aided in gathering and interpreting information that was helpful to you in understanding the child.	88	34	8
4. The activities of the counselor have complemented and facilitated the learning experiences provided by the teacher.	67	48	12
5. The counselor has assisted the teacher in the early identification of pupils with special needs.	59	50	20
6. Through group and individual contacts with pupils, the counselor has assisted in the development of more wholesome attitudes toward the teacher, school, and self.	84	40	5
7. The counselor has been of assistance in diagnosing learning difficulties.	58	55	17
8. The counselor has been of assistance in improving pupils work habits and study skills.	39	72	15
9. Teacher-Counselor conferences have proved to be helpful to you and/or your pupils.	83	37	11
10. The counselor made helpful contacts with parents, agencies, and consultants.	102	23	5
11. The counselor has been instrumental in establishing better home-school and teacher-pupil rapport.	73	53	6

The results of the Pilot Program In Elementary School Guidance have been of sufficient merit to warrant your recommendation for continuation of the program.

124 YES 2 NO

COMMENTS:

Julius A. Humann

APPENDIX D - Student Comments

Grade 3

I feel dum, sick, stupud, nutty, afful. When I feel like This, Mrs. makes me feel better.

I like counseling. I think its fun and nice. I think it helps all of us. I like Mrs. she can help us in any way. She answers all questions. I am glad there ~~is~~ are ~~some~~ people ~~who~~ like Mrs. who can be so helpful. Thank you

I like to same up hear storyes I like to come up here and learn the things I should do [illegible] and the things I should ~~do~~ not do. I like to come up and listen to her show and tell. I like to learn the right things to do and the things not to do. It makes me happy.

I like counseling. it makes me get along. I Like to tell my problems, when I fell sad I tell my problems. I Like counseling.

How do i fell about counseling? I like to lerne about about what to do and what not to do.. I thing counseling helps lerne a lot of things. I like to lerne manners. I like to make friends and lerne about counsling. I feel good about cousling I hope that everybody in the room likes cousling.

I like to come up hear to listen and learn about things. I like to come up here and listen to storys. Ilike to come up here and learn about not calling people naught names. Ilike to come up here and learn about Insects and how they eat. Ilike to come up to Mrs. and learn about stories because Mrs. tell's us and help's us learn what to do and what ~~non~~ not to do. I like to come up to Mrs. and listen and learn. I like to come up here.

Grade 4

How do I feel about counseling?
I like counseling because I feel more free.
I like it because I feel better after I have gone.
Counseling helps me know pepole better.
Counseling helps me slove my problems

Counseling is very fun, to talk about how to get along with each other. I learn a lot from counseling, how to make friends, and how to help people. I would like to come in here by myself. To talk and ~~have~~ play games. I don't hate counseling I like it. I like to hear you read storys to us. I like to talk about the storys you read.

When I leave Mrs. room, I feel that I understand people better. We discuss how they act and why they act that way. I feel that counseling is a very good things, and I like it alot.

I feel that this counseling has helped me to get along with myself and my friends. I do like to come as a whole class but I like also just to come in as one or just a group of people to talk about things.

I like to talk about things with Mrs. , I would like to come in small groups. I like conseling because you can relaks.

How Do I Feel About counseling?

I like it because you learn about how or why other people feel and how to make them feel happy and wanted.

I wish that we had longer time to stay.

Grade 5

I hope we can continue this program. I expecially like it because I can come up and have a talk about my problems and afterward I can play and forget my problems. We can, I can, also help ourselfs.

To me counseling is a real gas. I think it's kind of groovey to come up here and get things off your chest.

I'm all for counseling.

I feel that counseling has helped me alot. Its made me feel better, act better, and make new friends. I also like the things we do. I know its not a play periods but I try to work hard.

Grade 6

Counseling this year has helped me a great deal. It has helped me realize that I have to get along with othir people. It also taught me not ta be a "Mr. Wise Guy".

When I come to your room I have alot of fun and my mother and ~~fates~~ father like we what you are doing for us about our problems and the way we should act

You have been a great help to the school this year. I don't know what I would of doone without you.

This year was my first year in group counceling and I learned many things that had to do with manners and understanding other people. Probably the most ~~h~~ helpful for future years ~~[illegible]~~ will be the lesson on how to act and why people act as they do under certain conditions.

counciling has helped me understand why people act as they do, there seem's to be an answer for it. I have benifited from going to counciling and the councler has helped me keep my grade up, and has ~~goten~~ taken things off my mind, so I could work better in school. It I think should be contineed because if you have a problem you have someone to go to. It teaches me how to grow up.

Thank-you for helping me learn about my friends. I realy didn't understand them untill you told us how they could feel. Now I always look at their side and think how would I like it if some one would get mad at me.

I have enjoyed your counseling this year. It has helped me a great deal. When I talk to you about my problems you actually make me feel better.

I think you are the most wonderful person in the whole world. (besides my parents!)

Thanks again so much,

APPENDIX E

Summary of Counselors' Daily Logs

The counselors in the five elementary schools were assigned on a full-time basis. Each counselor kept a daily log of the time she spent in various guidance activities. The graphs which follow indicate the percent of time the counselors spent on the various guidance activities as recorded on the daily logs. The terms used are defined below:

Individual Counseling - - time spent in a one-to-one relationship with pupils

Records -- time spent in accumulating, analyzing, and recording pupil information; preparing and displaying materials

Teachers - - time spent with teachers individually and in groups

Group Activities -- time spent in small group counseling and classroom guidance

Appraisal -- time spent in observing pupils in various school situations and in testing

Parents -- Time spent in consultation with parents initiated by either parent or counselor

Principal -- time spent with principal in consultation and coordination of activities

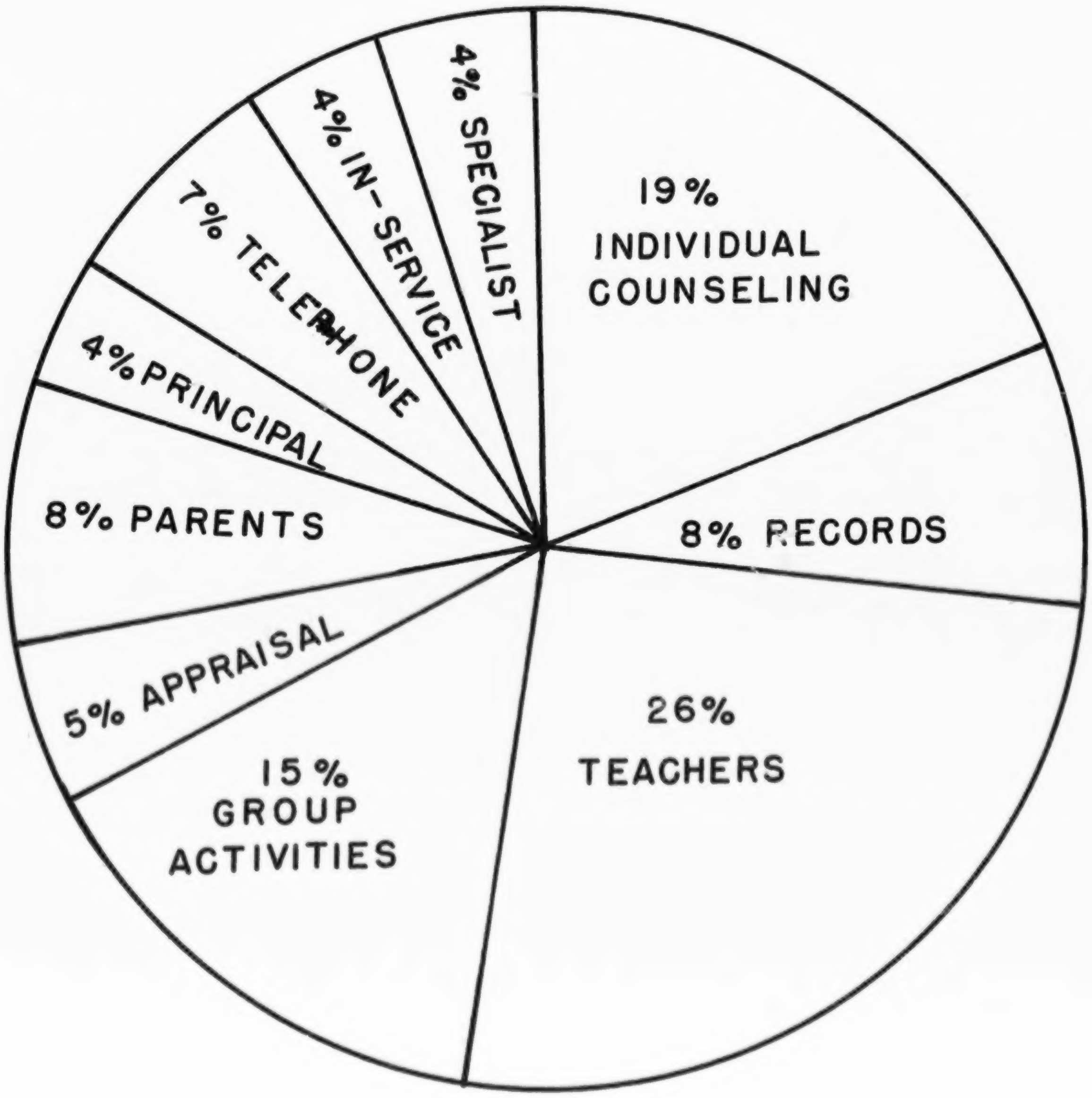
Telephone -- contacts with parents, administrators, appropriate agencies, etc.

In-service -- time spent in gaining greater insight into the role of a counselor

Specialist -- time spent in consultation with other pupil personnel specialists

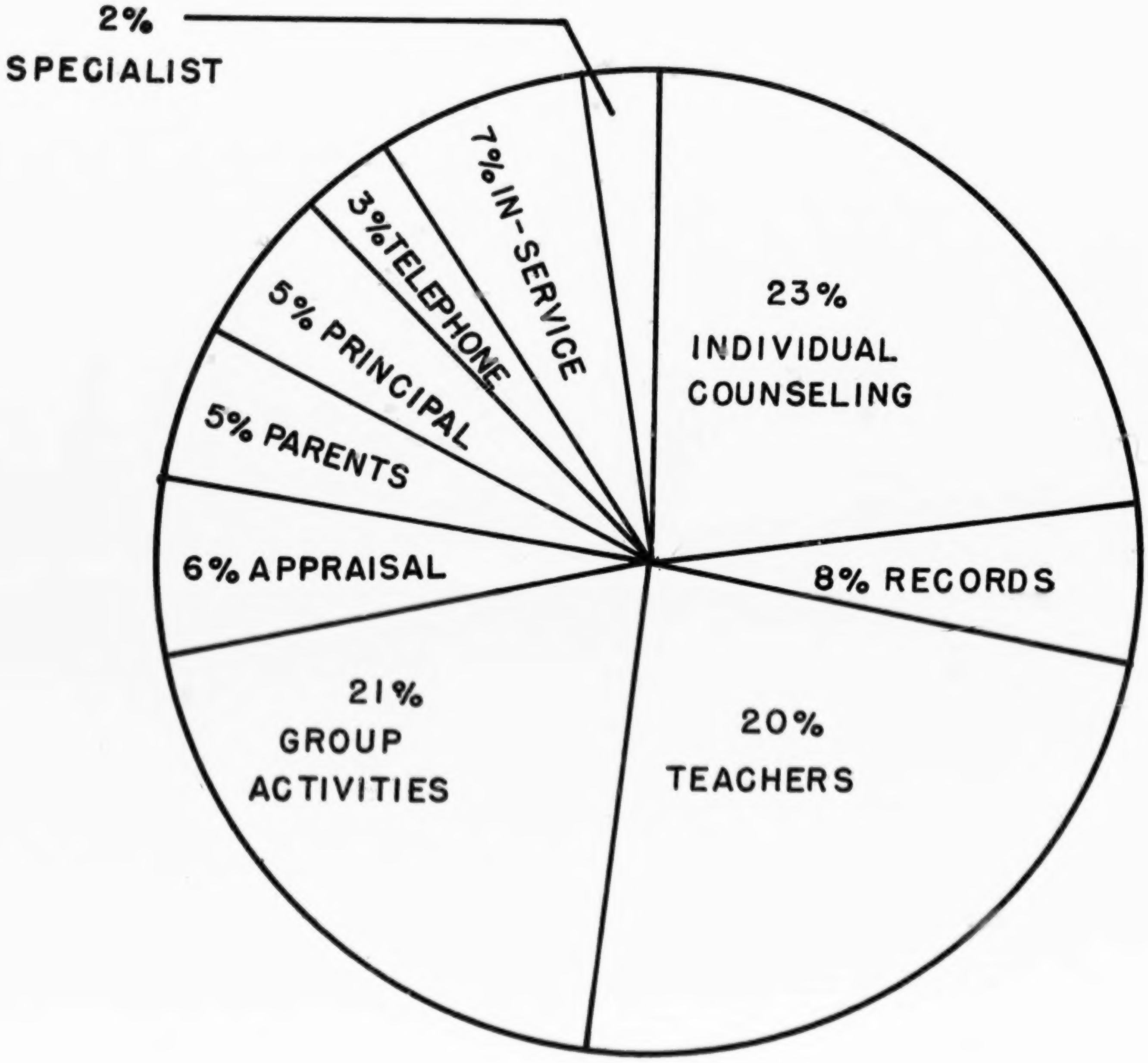
COMPOSITE OF PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN ALL FIVE PILOT SCHOOLS

1967 — 1968



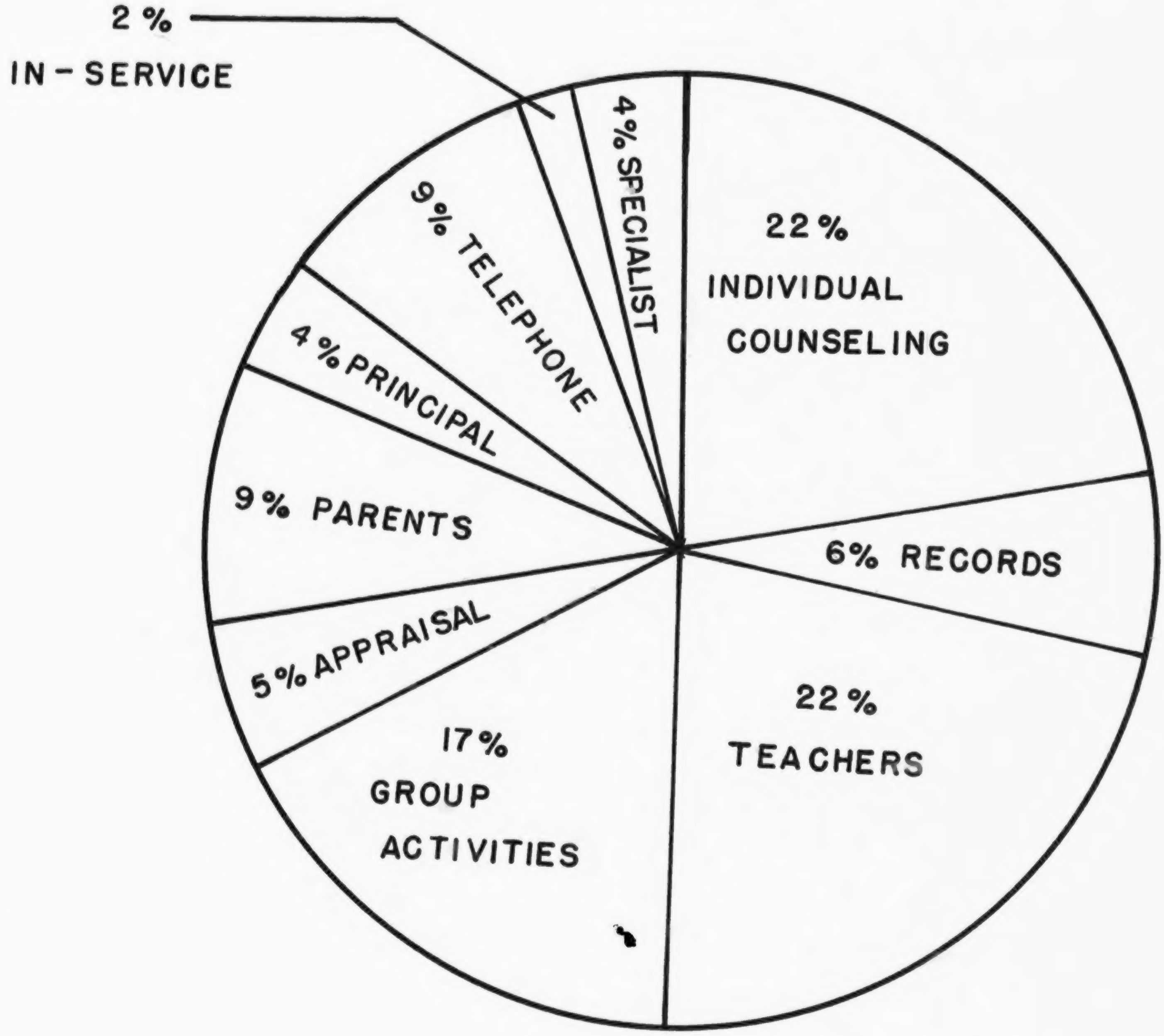
PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN BELMONT ELEMENTARY SCHOOL

1967–1968



PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN HAWTHORNE ELEMENTARY SCHOOL

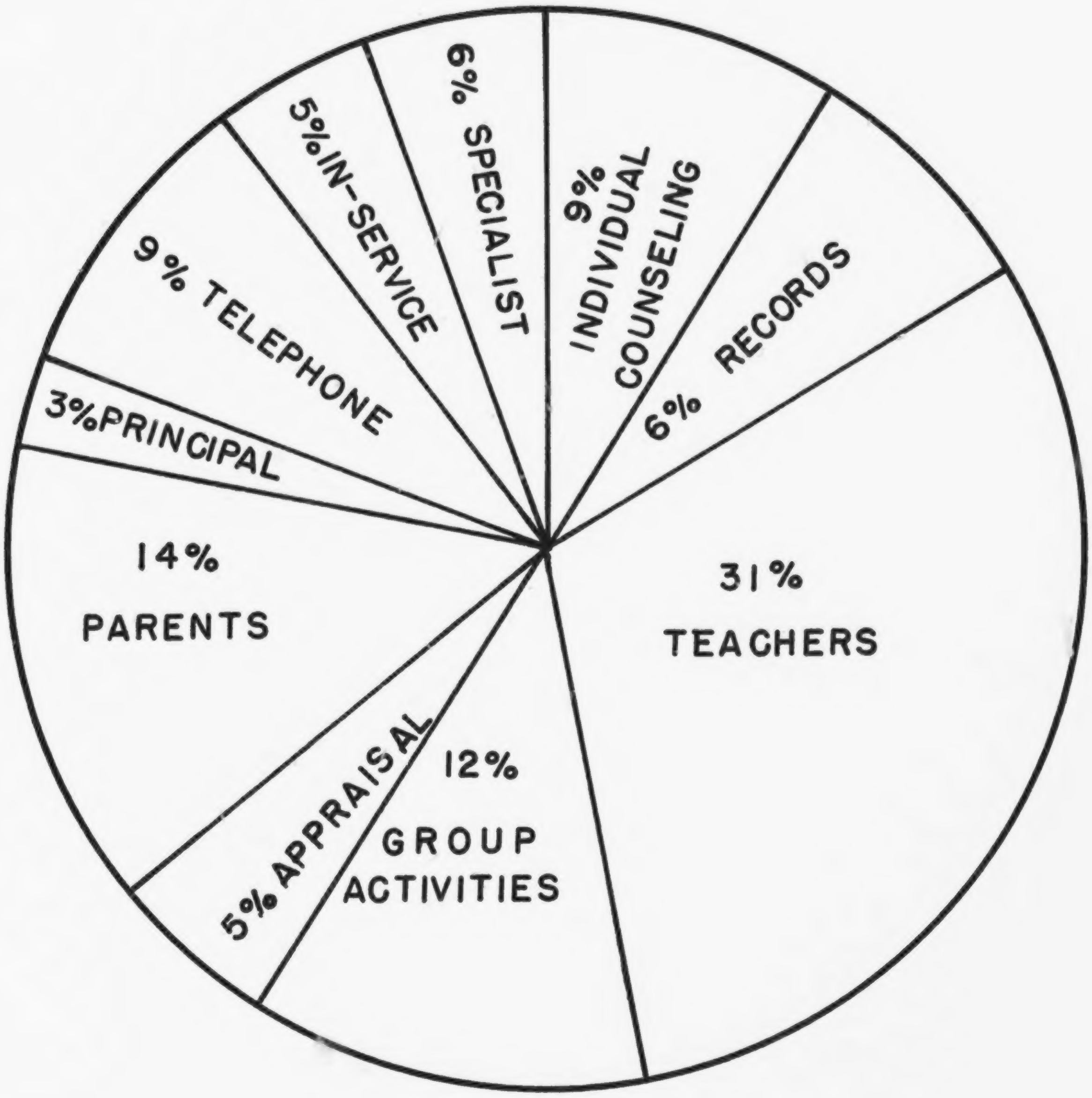
1967 – 1968



PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES

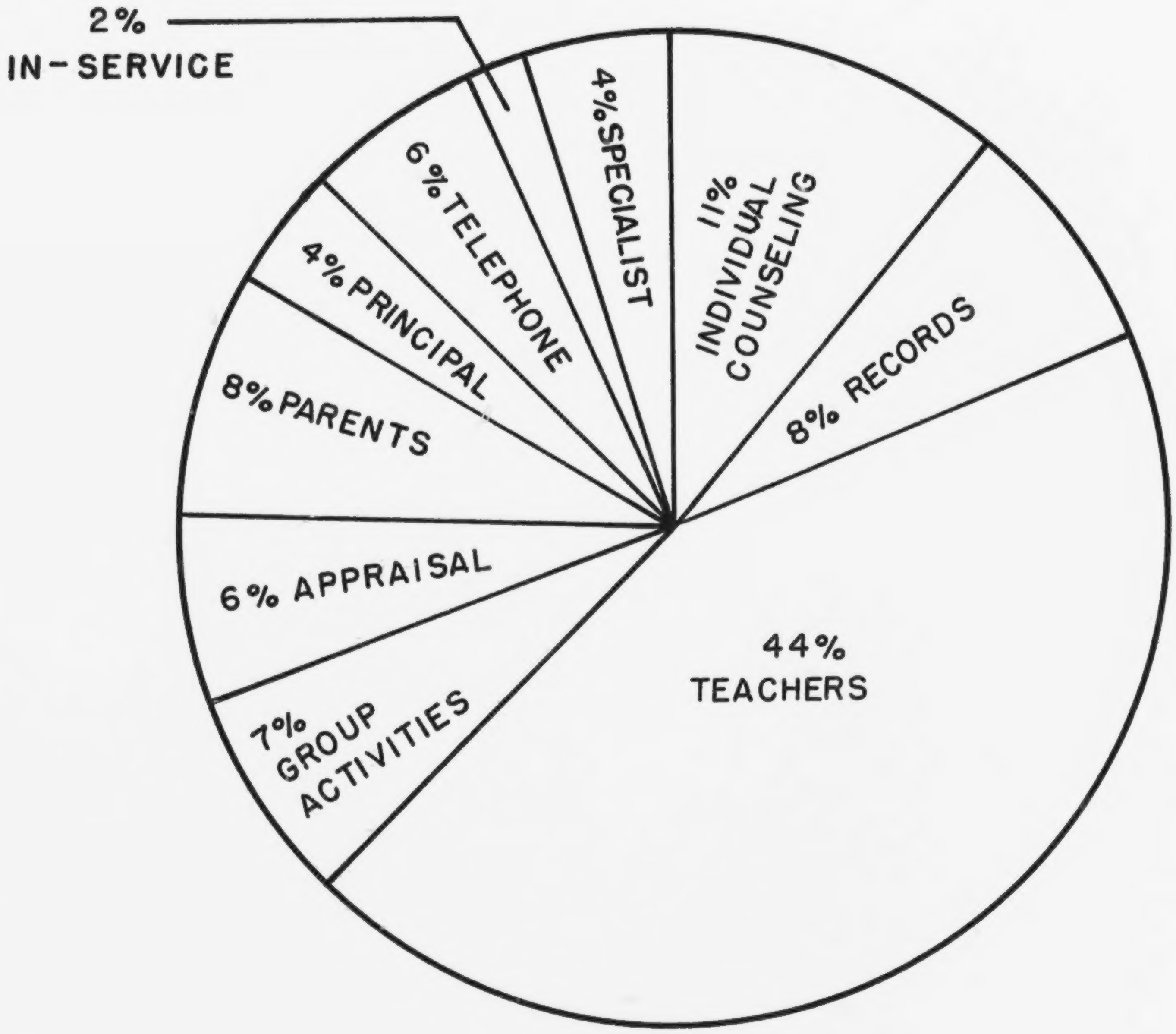
IN HOLMES ELEMENTARY SCHOOL

1967 — 1968



PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN MEADOW LANE ELEMENTARY SCHOOL

1967-1968



PERCENT OF TIME SPENT IN GUIDANCE ACTIVITIES IN PERSHING ELEMENTARY SCHOOL

1967—1968